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ABSTRACT

The report on adult and continuing education is one of a series presenting data and recommendations relevant to developing plans for the future of Montana post-secondary education. The introduction briefly describes the approach used by the group carrying out the study. It is followed by a review and summarization of the data collected. Sources for the data were 17 post-secondary institutions (the Montana University System, the Cooperative Extension Service, private and community colleges, and vocational-technical centers), the Office of the Superintendent of Public Instruction and 11 other State agencies, 3 Federal agencies, and 18 private agencies. A summary discussion and recommendations conclude the text. Appendixes, comprising about two-thirds of the report, include the questionnaire, memorandum, and reporting form used; the position paper from the directors of the Council of Extension and Continuing Education; a matrix display of data by institution; a map display of data; the list of private agencies contacted; and data on educational and training programs for adults as reported by the Department of Institutions. (NH)

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MONTANA COMMISSION ON

TECHNICAL REPORT ON ADULT AND CONTINUING EDUCATION

POST-SECONDARY EDUCATION

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TECHNICAL GROUP REPORT NO. 2

ADULT AND CONTINUING EDUCATION

Prepared for

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May, 1974

This is one of a series of reports by technical consulting groups which are advisory to the Montana Commission on Post-Secondary Education. The data and recommendations presented in these reports reflect the work of the technical group and its members and not the views of the Commission itself.

The primary purpose of these reports is to provide the Commission with information relevant to its task of developing plans for the future of Montana post-secondary education. Each report will be reviewed by the members of the Commission and used in the Commission's deliberations.

The Commission is indebted to the many individuals from institutions of post-secondary education, state agencies and professional organizations who served on the technical consulting groups, and to the institutions and agencies which contributed the data and personal services which made it possible for the technical groups to carry out their charges.

ADULT AND CONTINUING EDUCATION

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ADULT AND CONTINUING EDUCATION

Charge

1) To inventory the opportunities for post-secondary education available to persons who are not enrolled in regular daytime certificate or degree credit programs, including, but not limited to:

    a) programs and courses offered at special times and/or places to meet the educational needs of working adults, retired persons, persons in hospitals, prisons, etc.

    b) the number of programs, courses and persons participating

    c) the financing of such courses and programs

2) To assess the present and future need for continuing and recurrent adult education.

In discussing the charge at their meeting of November 13, 1973, the members of the technical group found need to refine their understanding of the charge. See "definitions" in this report for the group's interpretation of the charge and definitions resulting therefrom.

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TECHNICAL REPORT ON ADULT AND CONTINUING EDUCATION

INTRODUCTION

The first meeting of the Technical Group on Adult and Continuing Education was held on November 13, 1973. A major item of business was to seek clarification of the charge to the committee. The members agreed upon a definition (found in the next section of this report) to be used for purposes of an inventory of adult and continuing education opportunities.

The next order of business was to develop a questionnaire to be used to solicit information from the 17 post-secondary institutions relative to item #1 of the charge. It was agreed that the chairman and Commission staff would draft a questionnaire, to be submitted to all members of the group for approval. The approved questionnaire (Appendix A) was sent to all 17 post-secondary institutions.

The second meeting of the Technical Group was held on December 18, 1973. The Group agreed to ask the post-secondary institutions to categorize each course reported as 1) "academic"; 2) "occupational"; 3) "community services"; 4) "basic skills"; or 5) "other". In addition, the university system units and the three private colleges were asked to indicate whether the credit, if any, was "resident" or "extension".

In considering its response to item #2 of the charge, the Group attempted to formulate a reasonably complete inventory of adult and continuing education services offered within the State of Montana by agencies other than the 17 post-secondary institutions. They were considered under the general headings of state (particularly the Office of the Superintendent of Public Instruction), federal and private agencies. The decision was made to exclude military organizations and non-secular religious programs, and to ask these other sources to report a) courses and programs offered during the same time-span (July 1, 1972 through December, 1973) as those offered by the 17 post-secondary institutions, and b) only courses of 10 hours or more in length. A sample of the memorandum utilized in contacting state, federal and private agencies is shown in Appendix B.

At the December meeting, the Group made tentative plans concerning the format of the final report, and the display of the data collected. Agreement was reached concerning a division of labor among Group members to draft portions of the final report in rough form.

The third meeting of the Group was held on February 4, 1974. The members reviewed the data collected to date and examined and approved plans for organizing it into matrices for purposes of display. Portions of the final report which had been prepared in rough draft form were examined and revised as needed.

The fourth meeting of the Group was held on March 29, 1974. The members examined the final report format prepared by the Commission staff and adapted it for purposes of this report. The decision was made to utilize a total of 24 matrices and 15 maps to display information collected from the 17 post-secondary institutions. Because data from state, federal and private agencies were, in many cases, not submitted in a form suitable for inclusion in matrices, the decision was reached that data from these sources would be displayed in narrative form only.

The Group agreed that a final meeting would be held on April 17, 1974, only if agreement on the draft of the final report could not be reached by mail and telephone. No such meeting was required.

The data, collected by the Technical Group from the many sources contacted, were summarized in this report. The detailed responses from these sources are available in the Commission office for the benefit of anyone who wishes to examine them.

We would also like to point out that, since relatively few of the state, federal and private agencies contacted by the Group, responded to our queries, the summaries contained in this report seem to reflect only a small portion of the actual number of educational programs for adults offered by sources in the state other than the 17 post-secondary institutions.

The Technical Group received from the Council of Extension and Continuing Education Directors (representatives from

eight of the nine four-year colleges and universities of the state) a position paper entitled, "Issues in Continuing Education". The members of the Group were divided as to whether to append the document to this report. Those who opposed including the statement with this report felt that it represented the viewpoint of a special group of institutions and was thus not necessarily representative of all post-secondary institutions of the state. The majority of the Group felt that the position paper is not biascd in viewpoint, so by majority vote, the statement is included in Appendix C, and it is offered without comment from the Technical Group.

REVIEW AND SUMMARIZATION OF DATA COLLECTED

Definitions

The Technical Group felt the need to further refine the charge given them in terms of definitions and instructions to the 17 post-secondary institutions. This refinement can be found in Appendix A, page 40, "Instructions, Adult and Continuing Education Questionnaire".

Assumptions

One assumption made by the Group is implicit in the definitions mentioned above, namely, all off-campus coursework offered by the post-secondary institutions was considered to fall within the purview of this Technical Group.

A second assumption was that, given the constraints of time and other resources, it would not be possible to complete a comprehensive survey of adult and continuing education programs offered by private organizations. Another compelling factor leading to this assumption was the fact that the private organizations were under no obligation to cooperate with the survey, as were the public post-secondary institutions.

It was concluded, therefore, that the report relative to the private sector could be no more than a sampling at best.

Display of Data Collected

I. The Montana Post-Secondary Institutions

The 17 Montana post-secondary institutions were asked to respond to the following questions:

1. "Please give a general explanation of how your institution funds adult and continuing education and extension courses. If such courses are not self-supporting through

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fees charged specifically for each course, what are the sources of funds to support the program?"

2. "Please describe current plans of your institution for the addition, deletion and/or expansion of adult and continuing education courses."

All 17 institutions responded to the questionnaire and their responses to the above questions are organized into the following sections: Montana University System, Cooperative Extension Service, private colleges, community colleges and vocational-technical centers.

Montana University System

1. Within the Montana University System, adult and continuing education and extension courses are self-supporting, primarily through student fees charged for each course or, in some cases, through external support, federal funds, funds from local school districts or other agencies which purchase service. General operating budget funds are not used to support such programs, with the exception that Northern Montana College does budget some appropriated funds to support the extension courses offered for teachers at the vocational-technical centers.

2. Most units of the system report that plans for additions, deletions and expansion are indefinite. This is true probably because, within the University System, adult and continuing education programs are self-supporting through student fees and/or federal funds or other external support. As a result, program directors find themselves engaged primarily in responding to requests for service, and less toward efforts in program planning.

Cooperative Extension Service

1. The Montana Cooperative Extension Service is funded by county, state and federal appropriations, as well as by private grants, and by special arrangements with county, state and federal governments and agencies.

Cooperative Extension Service (continued)

2. The Cooperative Extension Service responded as follows to the question relating to plans for change:

   "There are no definite plans for changes in the programs of the Montana Cooperative Extension Service, but there is under study the pros and cons of developing a University Extension Division at Montana State University which would include the Cooperative Extension Service and all other extension programs now being conducted at or supervised from Montana State University."

Private Colleges:

1. The private colleges of the state report that their adult and continuing education courses are funded by fees or whatever grants they have been able to secure, or through contract with a sponsor such as a government or private agency.

2. Rocky Mountain College reports that plans for continuing education depend on decisions to be made by a newly appointed Advisory Board. Most of their plans relate to need for religious education and continuing education for clergy as well as for the aging and for minority groups. They expect to emphasize short-term, workshop, non-credit types of experiences. College of Great Falls reports interest in providing services to business and industry, in exploring degree completion programs for adults which would include "non-traditional" learning experiences. Carroll College reports interest in further developing their continuing education program to meet the needs of the community in terms of regular college courses, workshops, conferences and special courses for other than regular degree-seeking students.

Community Colleges

1. Flathead Valley Community College reports a current

Community Colleges (continued)

plan for implementation of courses for retired citizens, otherwise this institution sees expansion as being limited only by available administrative time. Dawson College reports extensive plans for expansion of areas such as courses and programs for senior citizens, women, veterans, Indian reservations, and new techniques for occupations. Miles Community College reports plans to expand in the area of vocational programs for the Northern Cheyenne Tribe and a nurses' aide program during the summer session.

2. Dawson College and Miles Community College report that adult and continuing education is supported through student tuition and fees and the one-mill local tax levy for adult education. Flathead Valley Community College does not report the use of the one mill levy for this purpose. Dawson College also reports the utilization of state and federal funding from sources such as the Bureau of Indian Affairs; Manpower Development and Training Act; State Department of Social and Rehabilitation Services; State Department of Health and Environmental Sciences; and the Community Action Program.

Vocational-Technical Centers

1. The programs of adult and continuing education in the vocational-technical centers are supported by a one-mill permissive levy on the local district, by student fees, by reimbursements from the Office of the Superintendent of Public Instruction, and by external support such as labor unions who pay part of the cost of programs offered on their behalf.

2. On the basis of the responses to the questionnaire, there would appear to be within the vocational-technical centers more evidence of efforts to plan for expansion of adult and continuing education than within the units of the University System, or possibly within the private colleges and community colleges as well.

Vocational-Technical Centers (continued)

> This is to be expected since the vo-tech centers tend to see their function as including a very significant commitment to adult and continuing education.

The 17 post-secondary institutions were also asked to respond to the following question:

> "Please describe any arrangements your institution may have with school districts, Indian reservations or other organizations to offer a series of adult and continuing education courses which may be construed as a program."

It was decided to divide the responses from the different institutions into the following five categories:

> Category 1 (institutions reporting that the question is not applicable to them or indicating they have no specific programs) includes: Great Falls Vo-Tech Center, Missoula Technical Center, Helena Vo-Tech Center, Billings Vo-Tech Center, Butte Vo-Tech Center, Western Montana College, the University Center of the University of Montana, and Miles Community College. Miles Community College qualified its statement by indicating it is planning for a program in vocational education which might be funded for operation at Lame Deer, and that it does occasionally offer courses at St. Labre.
>
> Category 2 (institutions indicating they offer courses on an ad hoc basis) includes: Eastern Montana College, Northern Montana College, the University of Montana, which offers single courses through its extension program for various school districts asking for these services, Carroll College, which serves the Helena public schools in a similar manner, College of Great Falls, which has offered single courses for businesses in the Great Falls area and the Conrad Public School District, Miles Community College with single offerings at St. Labre, and Flathead Valley Community College, which has offered ad hoc courses for banks, Glacier Park Employees, Indian Health Services at Browning,

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Category 2 (continued)

school personnel at Heart Butte and courses to supplement the Libby Adult Education Program.

Category 3 (institutions with full programs serving Indians either on or off-reservation) includes: Flathead Valley Community College, which has a program for forest technicians under an arrangement with the Bureau of Indian Affairs Forestry Division, Rocky Mountain College, which has programs in cooperation with Head Start at Crow Agency, Northern Cheyenne Reservation and the Blackfeet Reservation, the University of Montana which has a program for conservation trainees offered through its School of Forestry in cooperation with the Bureau of Indian Affairs, Dawson College, which has a program for fiscal officers and offerings in community relations in cooperation with the Bureau of Indian Affairs on the Fort Peck Reservation, College of Great Falls, which has programs designed to prepare Indians for careers in the teaching profession, both at Hays on the Fort Belknap Reservation (offered in cooperation with the Urban-Rural School Development Program) and on its own campus in Great Falls (offered in cooperation with the Landless Indian Education Program), and Northern Montana College, which reports a Career Opportunities Program in cooperation with the Rocky Boy schools designed to prepare Indian people as teachers and teacher aides.

Category 4 (institutions having programs with school districts) includes the following: Flathead Valley Community College, which reports that it has an arrangement with the County Superintendent of Schools to carry out programs of instruction in boardmanship for newly-elected school board members, and a workshop for school bus drivers, and Carroll College which offers a career opportunity series in cooperation with the Helena Public Schools in an effort to provide insight into career opportunities in teaching for young people in the Helena area. Carroll College and the University of Montana also report course-by-course offerings in a somewhat continuing arrangement with school districts (previously mentioned in Category 2). Northern Montana College reports teacher intern programs with the Nashua and Wolf Point schools and the previously mentioned Career Opportunities Program with the Rocky Boy schools.

Category 5 (institutions with programs for various "other organizations") includes: Montana College of Mineral Science and Technology, which offers a five-course series in "Hospital Administration and Management" for personnel at the St. James Community Hospital, the University of Montana, which offers a two-year certificate program in "Corrections" for staff personnel at the Montana State Prison, Carroll College, which offers a course to prepare individuals for licensing examinations given by the Montana Real Estate Board (offered on an annual basis); and the College of Great Falls and Dawson College, which offer programs for the education of law enforcement personnel, made possible by funding through the Law Enforcement Education Program.

The Extension Department of Montana State University is the only institution reporting a variety of continuing education "programs" serving "other organizations". This department has programs with the Bureau of Indian Affairs, Department of Health, Education and Welfare, Montana Fish and Game Department, the Kellogg Foundation, the Montana Potato Improvement Association, Farmers Union Central Exchange, and the Soil Conservation Service of the U. S. Department of Agriculture.

In addition to the foregoing questions, the 17 post-secondary institutions were asked to complete a separate "Course Reporting Form" (see Part B of Appendix A) for each course - as defined in the questionnaire - offered during the period July 1, 1972, through and including the fall semester or quarter of 1973. The data collected through the use of these Course Reporting Forms is displayed by a series of matrices which can be found in Appendix D and maps which can be found in Appendix E.

II. Office of the Superintendent of Public Instruction

The Office of the Superintendent of Public Instruction provided data relating to adult and continuing education in three categories: Adult Basic Education, Adult Education in Public Schools, and the Manpower Development and Training Act (MDTA).

Adult Basic Education

According to the 1970 census, 171,119 adults in Montana, 18 years of age or older (or 39% of the population of the state), possessed less than twelve years of schooling. Of the adults aged 18 through 24, 22,360, (or 29% of the population at that age level) had less than twelve years of schooling. Of adults 25 years of age or older, there were 57,201 who had nine to 11 years of schooling, 81,556 who had five to eight years of schooling, and 10,002 who had less than five years of schooling.

The Office of Superintendent of Public Instruction reports that during the time period July 1, 1972 through June 30, 1973, 2,435 adults participated in programs of adult basic education at a total of 21 training sites in the state. The total dollar expenditure for these programs was reported at $335,477, with about 90% of this amount being federal funds.

Of the 2,435 trainees, 515 were identified as American Indian. About 50% of the trainees were below 24 years of age, about 25% fell within the age bracket 25 through 34.

A comparison of 1970 census figures on levels of schooling of Montana adults with the number of persons enrolled in programs of adult basic education, clearly points up the need for further expansion of adult basic education programs in Montana.

Adult Education in Public Schools

The Office of the Superintendent of Public Instruction reports the following information on adult education offerings in the Montana school districts utilizing the one-mill permissive adult education levy. Programs in the community colleges or the vocational-technical centers which are based on the same mill levy are reported in the section of this report relating to those institutions.

Adult Education in Public Schools (continued)

	FY 1971	FY 1972	FY 1973	Anticipated FY 1974
Number of School Districts	15	16	24	20
Number of Non-vocational Courses Offered	220	217	287	281
Number of Vocational Courses Offered	115	109	148	146
Non-vocational Enrollment	3,329	3,238	3,798	4,150
Vocational Enrollment	1,625	1,723	2,483	2,675
Budgeted Amount--Both Vocational & Academic	$145,265	$127,959	$165,921	$180,554

Manpower Development and Training Act (MDTA)

The Office of the Superintendent of Public Instruction reports that from July 1, 1972 through December 31, 1973, there were 537 Manpower Development and Training Act (MDTA) training opportunities provided within the state in more than ten different communities for a total available number of clock hours of training of 380,000. In addition, 13 training opportunities were provided at various out-of-state sites for a total of 9,282 clock hours of training.

III. Other State Agencies

In addition to the Office of the Superintendent of Public Instruction, the following state agencies were queried as to educational programs for adults which they have sponsored:

Department of Professional & Occupational Licensing
Department of Labor and Industry:
- Workmen's Compensation Division
- Labor Standards Division

Department of Fish and Game

III. Other State Agencies (continued)

Department of Institutions
Department of Social and Rehabilitation Services
Department of Intergovernmental Relations, Economic Opportunity Division
Department of Justice
Department of Health and Environmental Sciences
Department of Administration, Personnel Division

The information supplied by the agencies which responded is as follows:

Department of Fish & Game:

From June 1 through June 30, 1973, this department offered a course to privide basic training for newly appointed fish and game wardens. There were 10 trainees who received 200 hours of training each.

They cite continuing need for expansion of training for new personnel and in-service training for all personnel.

Department of Social & Rehabilitation Services:

During the time period of July 1 through December, 1973, this department offered or made available for employees a total of 57 different courses to a total of 1,218 students for a total of 19,336 student instructional hours in 13 different Montana cities and 8 cities outside of Montana.

Department of Health & Environmental Sciences:

Air Quality Bureau:

This bureau conducts a one or two-day course every few months in "Visual Emissions" to train observers to classify types of smoke emissions.

Water Quality Bureau:

Since October, 1973, this bureau has offered an in-

Water Quality Bureau (continued)

service course to train water and wastewater operators. The course is of 60 to 70 hours duration.

The bureau cites its need to train about 200 operators per year. It presently trains group leaders to carry training programs to communities across the state.

Health Education Bureau:

This bureau offered 17 different courses in eight Montana cities during the time period July, 1972 through December, 1973. A total of not less than 575 students completed the courses which included more than 9,300 student instructional hours in all. Enrollees in the courses included family planning staff, Head Start personnel, nurses, dieticians, sanitarians and others.

Licensing and Certification Bureau:

For the time period, July 1, 1972 through December, 1973, this bureau conducted a program of continuing education for licensed nursing home admininistrators. It reports a total of 15 workshops which included $87\frac{1}{2}$ hours of instruction to a total of 864 enrollees, mostly health care facility administrators and department heads. These workshops were held in seven different Montana cities. In addition, the bureau reported four in-service seminars for employees which involved a total of 63 hours of instruction, with a total of 66 persons enrolled in the seminars. Sixteen bureau employees attended a total of 451 days of educational courses sponsored by the federal government outside the state.

Emergency Medical Services Bureau:

This bureau reports offering medical self-help training for first-aid instructors, bus drivers, firemen, emergency care training for volunteer ambulance attendants, an emergency nurses seminar, and an auto

Emergency Medical Services Bureau (continued)

extrication school for adults associated with ambulance services, fire departments, law enforcement agencies and others. The courses were offered in several Montana cities to a total of 1,200 adults for about 32,000 student instructional hours.

Laboratory Division:

This division reports an Alco-Analyzer School to prepare law enforcement officers to operate the alco-analyzer gas chromatograph. The course, which must be repeated periodically to conform to the "Implied Consent" law, includes 24 hours of instruction.

The division also reports offering workshops on venereal disease control in nine Montana cities to about 130 trainees and observers.

Dental Health Bureau:

This bureau reports three continuing education courses available, upon request, to health and allied health professionals. The courses vary in length from two to five hours. No figures on times offered or attendance were available.

Department of Administration, Personnel Division:

During the period June, 1972 through December, 1973, this department offered the following programs for state employees:*

*Part of the programs were self-supporting, however, some were sponsored by the Intergovernmental Personnel Act (IPA) of 1970.

Department of Administration, Personnel Division: (continued)

PROGRAM	LOCATION	NUMBER OF ENROLLEES	NUMBER OF INSTRUCTIONAL HOURS PER ENROLLEE
Public Speaking	Helena	13	12
Supervisory Development for Supervisors	Miles City	28	22
Supervisory Development for Supervisors	Helena	48	17
Supervisory Development for Supervisors	Boulder	27	20
Executive Seminar for State Secretaries	Helena	26	23
Secretarial Practices Workshop	Helena	27	20

The department cited need for a full-time centralized and coordinated state training program.

Department of Institutions:

See Appendix G for data received from the Department of Institutions - received too late to be included in the body of the Technical Group's report.

IV. Federal Agencies

The following federal agencies were queried as to educational programs for adults which they have offered:

U. S. Department of Agriculture, Forest Service
U. S. Department of the Interior, Bureau of Indian Affairs
Bureau of Land Management
Indian Health Service
Head Start Program

IV. Federal Agencies (continued)

The information supplied by the agencies which responded to our queries, is as follows:

U. S. Forest Service:

The Forest Service provided information showing that their regional training program for employees made available, or will make available, over 50 organized courses of instruction during fiscal year 1974 in Montana sites, such as Bozeman, Dillon, Butte, Hamilton, Helena, but primarily in Missoula. Some of these courses were offered for Montana residents in Idaho, Washington, Colorado, and North Dakota. The courses ranged in length from one to 15 days.

In addition, the Forest Service reported eight courses which are made available to employees on an "individualized" or "group controlled" basis. A catalog listing was made available, showing some 33 formalized courses sponsored and conducted by the regional office. No information was provided as to the number of employees that took advantage of the available training opportunities. It seems clear that the Forest Service provides a rather sophisticated program of continuing education for employees. The extent of utilization of the program is not known.

Bureau of Indian Affairs (BIA), Personnel Branch:

In September, November, and December, 1972, a course in Communication Problems was offered in Billings for 96 Bureau of Indian Affairs (BIA) employees, who received 24 instructional hours each.

In May and June, 1973, a course in Problem Solving and Decision Making was offered in Billings for 96 Bureau of Indian Affairs (BIA) employees. They received 24 instructional hours each.

IV. Federal Agencies (continued)

Bureau of Land Management:

The Bureau of Land Management provided the BLM Training Catalog which lists a total of 84 courses available to BLM employees. In addition, course outline forms were provided showing that some 39 courses were, or will be, made available in fiscal year 1974 at sites primarily in the western states. These courses range in length from two days to nine months, with individual study courses of up to 72 weeks duration. No information was provided as to the number of BLM employees located in Montana who participated in the programs available.

V. Private Agencies

A list of the private agencies contacted by the Technical Group concerning offerings in the area of educational program for adults is contained in Appendix D. Information provided by those agencies which responded to our query is as follows:

Young Women's Christian Association, (YWCA), Great Falls:

The Great Falls YWCA reports that during the time period from January, 1972 through December, 1973, they offered 113 classes of 10 hours duration or more, in which a total of 2,229 students were enrolled, and 117 classes of one to five hours duration in which a total of 1,822 students were enrolled. This would amount to approximately 27,000 student instructional hours. They report that approximately 1,200 people have enrolled for 1974 winter-spring courses. Some women are reported as commuting from as far away as Helena and Cut Bank to take part in the Great Falls YWCA programs.

The Great Falls YWCA reports the need to expand to small towns and rural areas outlying the Great Falls area and to the Indian reservations.

V. Private Agencies (continued)

International Business Machines (IBM):

International Business Machines was unable to provide specific details requested by the technical group. However, they did provide a catalog showing several hundred separate courses available to IBM employees, their customers and their professional staff. Most of these courses are offered at cities outside Montana, but when demand warrants, they are presented in Montana, usually in Helena. During the time period July 1, 1972 through December, 1973, over one hundred Montanans attended IBM professional classes.

Mountain Bell:

Mountain Bell reports that during the time period July 1, 1972 through December, 1973, they offered 27 separate courses to a total of 335 Montana residents who were primarily employees, for a total of about 287,767 student instructional hours. The courses were offered primarily in Helena and Denver.

Stockhill Aviation, Inc., Kalispell, Montana:

Stockhill Aviation reports that flight training is available on an open schedule with a variable number of hours required for completion. They report that 21 adults are currently enrolled and that the completion ratio is approximately 60%.

Strand Aviation, Inc., Kalispell, Montana:

Courses are offered on a variable time basis. All aim at the appropriate FAA rating or certificate. As of March 14, 1974, Strand reported the following:

Name	Hours	No. Enrolled	No. Completing
Private	40	50	11
Commercial	160	25	8
Multiengine	20	7	4
Seaplane	15	7	5
Instrument	30	10	5
Flight Instructor	30	4	3
Helicopter	35	3	1

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V. Private Agencies (continued)

Flight Line, Inc., Belgrade, Montana:

Flight Line offers instruction leading to ratings or certificates in Primary, Commercial, and Instrument and Instructor Flying School and Multiengine School. Training courses are of the following durations:

Primary	35 hours
Commercial	125 hours
Instrument	30 hours
Flight Instructor	25 hours
Multiengine	25 hours

Flight Line reports that 45 persons enrolled variously in the five courses with 38 completions in the past year.

Dillon Flying Service:

Dillon Flying Service reports that 25 students completed one of the several flight training courses they offered. They cite the growing need for flight training services as private and commercial air travel grows.

Mountain-Plains Education & Economic Development Program, Inc. (Glasgow AFB, Montana):

Mountain-Plains Education and Economic Development Program, Inc., is a private, non-profit corporation chartered in Montana. The primary purpose of the corporation is to concern itself with the educational and closely related socio-economic problems which are peculiar to the essentially rural regions in the states of Idaho, Montana, Nebraska, North Dakota, South Dakota and Wyoming.

The basic premise underlying the program is that family oriented career education in a residential setting represents an effective way to improve the employability, standard of living, participation in community involvement, and life satisfaction of the rural disadvantaged.

V. Private Agencies (continued)

Mountain-Plains Education & Economic Development Program, Inc. (Glasgow AFB, Montana) (cont'd)

According to data supplied by Mountain-Plains, a total of 371 families had been admitted to the program by September 1, 1973, 62 of these being Montana families. From October 1, 1972 to October 1, 1973, 248 families comprising 939 persons, entered the program. The number of Montana families was not reported for this period of time.

Occupation training is offered in the following areas:

1. Office Education
   a. Clerical
   b. Accounting
   c. Keypunch
2. Lodging Services
3. Food Services
4. Building Trades
   a. Building Construction
   b. Electrical
   c. Plumbing
   d. Refrigeration & Air Conditioning
   e. Heating and Ventilation
   f. Drafting
5. Mobility and Transportation
   a. Support Welding
   b. Automotive
   c. Small Engines
6. Marketing and Distribution

V. Private Agencies (continued)

Mountain-Plains Education & Economic Development Program, Inc. (Glasgow AFB, Montana) (cont'd)

Training in home/life skills is offered as follows:

1. Personal and Group Counseling
2. Problem Solving Techniques
   (through Counseling Department)
3. Health Education
4. Consumer Education/Budgeting
5. Home Management
6. Parenthood Techniques
7. Elective Advanced Homemaker Techniques

Foundation education is also offered in math skills, communication skill and in preparation for the G.E.D.

The average length of stay per completing family is 9.4 months.

Montana Medical Education & Research Foundation (MMERF):

One of the most significant organizations offering health education services in our state is the Montana Medical Education & Research Foundation, which is a non-profit corporation, originated in 1969 under the stimulus of the Montana Medical Association, with the support of six other health professional organizations. As of 1973, 21 health groups have become members of MMERF.

The original financial support to MMERF came from a three-year grant from the Mountain States Regional Medical Program. The grant terminated June 1972.

Presently, MMERF program funding is derived from contributions and assessments from health organizations, special program grants, philanthropic foundations, business and industry, memorials, and other individual contributions.

V. Private Agencies (continued)

Montana Medical Education & Research Foundation (MMERF):

The Foundation's purpose was, and continues to be, "to improve patient care through a coordinated program to provide continuing medical education to all health professionals of Montana." In this endeavor, MMERF has sought to provide practical, expert, up-to-date, interdisciplinary, and locally directed programs.

The following professions and voluntary health organizations* are working cooperatively within MMERF:

Dentists
Dental Assistants
Dental Hygienists
Hospital Administrators
Licensed Practical Nurses
Medical Record Administrators
Medical Technologists
Montana Division-American Cancer Society
Montana Heart Association
Montana League for Nursing
Montana Lung Association
Nurse Anesthetists
Nursing Home Administrators
Nutritionists and Dietitians
Optometrists
Pharmacists
Physical Therapists
Physicians
Radiologic Technologists
Registered Nurses
Speech and Hearing Therapists

*as of October 1973

V. Private Agencies (continued)

Montana Medical Education & Research Foundation (MMERF):

During the period of time from July 1, 1972 through December, 1973, MMERF offered 65 courses in 19 different cities in Montana to a total of 4,434 health care professionals, and occasionally the general public, for a total of 36,504 instruction hours. Professionals served were physicians, psychologists, social workers, registered nurses, licensed practical nurses, dietitians, nurses aides, inhalation therapists, hospital administrators, dentists, medical technicians, hospital attendants, medical records librarians, dental hygienists, dental assistants, pharmacists, and others.

During its first four years, the Foundation has sponsored or co-sponsored 216 programs in 22 different Montana locations, reaching nearly 10,000 participants.

Montana League for Nursing:

The Montana League for Nursing reports that during the time period July 1, 1972 through December 31, 1973, the League sponsored a workshop on testing for instructors, and its convention, of which the theme was the Expanded Role of Nursing. For 1974, they plan a workshop on The Dying Patient, Needs of the Aging, of Children, and of Adults.

The League cites as its principal goal - "To assure the continued development of competence in nursing personnel at all levels of practice and education."

Western Montana Health Education Council:

The Western Montana Health Education Council reports

V. Private Agencies (continued)

Western Montana Health Education Council: (cont'd)

that in 1973 they offered a total of 195 student instructional hours in four separate courses for hospital maintenance engineers, nurses, doctors and other health care professionals.

Montana Nurses Association:

The Montana Nurses Association reports the following training activities during the time period July 1, 1972 through December 31, 1973:

1. Emergency Care Workshop (two days)
2. Acute care of the patient with head injury
3. Hemodialysis
4. Death and Dying (several locations)
5. Legal aspects of drug dispensing
6. Extended practice in nursing (several locations)
7. Laboratory/Nurse Communications
8. Iatrogenic diseases
9. Comprehensive Health Planning (several locations)
10. Alcoholism
11. Family Aspects of Addiction
12. Vascular surgery
13. Poison control
14. Family Planning (several locations)
15. ANA Standards of Nursing Practice (several locations)
16. Nursing Care of the Pre-school child
17. Adolescent Identity
18. Orthopedic Nursing
19. Electrical hazards in health care facilities
20. Child abuse
21. Inhalation therapy/cupping and postural drainage

V. Private Agencies (continued)

Montana Nurses Association: (cont'd)

22. Coronary care
23. Polio nursing
24. Cancer nursing
25. Adoptions
26. The Nurse as the Patients' Advocate
27. Care of the Aged in Nursing Homes
28. Planning for Rural Nursing
29. Cyclic Staffing

Among the continuing needs of the nursing profession are:

1. Leadership preparation for team leaders, head nurses, supervisors, assistant directors, and directors of patient care

2. Knowledge of advances in the clinical practice of nursing

3. The role of nurses in health maintenance, and prevention of illness and injury.

To deal with these problems of continuing needs, The Association recommends that a funded ad hoc committee of nursing leaders, potential leaders and members of the Commission on Post-Secondary Education be convened, and be advised of the estimated funding available for implementing any solutions it may devise.

Montana Speech and Hearing Association:

The Montana Speech and Hearing Association reports that its annual convention in March, 1973 included workshops and seminars in the area of speech pathology and audiology. The president of the Association speaks strongly of the need for continuing education:

V. Private Agencies (continued)

Montana Speech and Hearing Association: (cont'd)

"There are definitely unmet needs in the area of continuing education. These needs center around meeting state certification standards. There are a significant number of speech and hearing professionals who must work under direct supervision in Montana because they do not meet full certification standards. By 1980, these people must reach minimum certification standards which in most cases means additional academic training at the graduate level.

"The only accredited training institution in Speech Pathology/Audiology in Montana is the University of Montana in Missoula. The University of Montana seems to be making every possible effort to offer the necessary course work during summer sessions. There are, however, many professionals, who for one reason or another, are not able to avail themselves of on-campus training. Therefore, an ideal solution would be the provision of off-campus academic course work in Speech Pathology and Audiology in various geographic locations around the state. Courses must be applicable to certification. I have discussed this with the University of Montana Department of Speech Pathology/Audiology and they are aware of this need and have expressed a desire to meet the demand but are unable to do so because of budgeting limitations.

"I strongly feel that post-secondary education in the State of Montana (specifically the University System) is the only agency to satisfy these needs. Furthermore, I believe they have an obligation to extend their training as necessary to meet the needs of speech and hearing professionals in Montana."

V. Private Agencies (continued)

Montana Optometric Association:

The Montana Optometric Association reports that during January, May and July 1973, the Association held three meetings for members during which there was offered continuing education instruction on a variety of professional subjects for a total of 28½ hours of instruction. The number of professionals participating was not reported.

Montana State Association of Nurse Anesthetists:

The Association reports two meetings a year with M.D. speakers, but very poor attendance. The president of the Association reports need for educational programs in different areas of the state.

Montana Osteopathic Association:

The Association held a seminar in September, 1973, during which twelve hours of continuing education instruction was offered. The secretary of the Association reports that requirement for membership in the American Osteopathic Association is 50 hours of continuing medical education per year. He cites need for continuing education for osteopaths in Montana; "Our small scattered group in Montana is unable to furnish more than the one annual meeting, therefore, it necessitates going out of state which increases the cost tremendously. The Research Foundation has helped. We need more courses available to us in Montana."

Montana Heart Association:

The Montana Heart Association reports offering scientific sessions on subjects covering diseases of the heart to upgrade professional education for physicians, registered nurses, licensed practical nurses and dietitians. Courses varied in length from one full day to 4½ days with enrollments varying from 30 to 150.

V. Private Agencies (continued)

Montana Chapter of the American Physical Therapy Association:

The response of the president of the Montana Chapter of the Association is quoted in its entirety as follows:

"1. Continuing education activities available from July 1, 1972 through December 31, 1973.

a. Review of spinal anatomy and evaluation of dysfunction of the neck and upper extremities: 1½ hours

b. Neurophysiology of pain inhibition: 1 hour

c. Evaluation, manipulation and management of dysfunction of the sacroiliac joint: 3 hours

d. Theoretical electrophysiology 1 hour

"2. Unmet needs include:

a. Adequate training areas

b. Instruction from specialists not available in this area

c. Occasional review of basic sciences

d. Accreditation of training and instruction

e. Dispersal of information

"3. Recommendations:

a. We occasionally use the physical therapy facilities at the University of Montana. We would like to be able to use meeting facilities on other campuses.

V. Private Agencies (continued)

Montana Chapter of the American Physical Therapy Association: (cont'd)

"3. Recommendations: (cont'd)

b. Financial assistance in obtaining suitable instructors.

c. Regional college workshops on anatomy, physiology, neurology and psychology relating to patient care.

d. College credits for approved workshops.

e. While not strictly related to continuing education, I would like to see the University System sponsor more educational TV. Specifically, it would be most helpful if films and videotapes available through the United States Public Health Service were aired regionally to provide instruction in homemaking and care of the handicapped in their own homes.

f. Utilization of more films and videotapes during chapter workshops.

"4. The system of post-secondary education in the State of Montana could assist in all of these unmet needs."

BEST COPY AVAILABLE

SUMMARY DISCUSSION

Traditionally, adult education in the United States has been viewed as a peripheral activity at best. Few people, except for those directly involved, have knowledge or appreciation of adult education needs as they presently exist. Most people are even less aware of needs for adult education as they will exist in the future.

Without adequate data upon which to base predictions, the assessment of future needs is most speculative; however, the Technical Group felt there were subjective indicators which permit a confident prediction that we will, in this country, experience a marked growth in adult and continuing education.

There are indicators which place the number of Americans who are presently involved in some form of adult education at not less than 32 million.[1] Assuming Montana follows the national averages, not less than 100,000 Montana citizens should now be involved in or have need for some form of adult education. Predictions show Montana's population growing by 16 percent between 1970 and 1990. For the same period, growth in several of the large counties is predicted as follows: Yellowstone, 24%; Cascade, 26%; Lewis and Clark and Gallatin, 46%; Flathead, 52% and Missoula, 78%. The population of Silver Bow County is projected to decline by 18% over the same time period.[2] Clearly the general shift in population will be to the present population centers of the state. Greater concentrations of people will result in ever greater demands for adult education. On the other hand, it is true, and will probably continue to be true, that adult and continuing education needs in the rural areas of Montana are more difficult to meet and are less well met than those in the population centers of the state.

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[1] U.S. News & World Report, April 2, 1973.

[2] County Populations Summary, Montana Department of Intergovernmental Relations.

Another factor which will affect future need for adult education is the present age distribution of the Montana population. About 47.5% of the Montana population (as a whole) fall within the 0-24 age range. However, in the larger urban areas, about 52-53% of the people are in this age group. The national trend has been toward a younger population and there is no reason to believe Montana is an exception to this trend. In fact, in the 0-17 age group 36.5% of the Montana population is found and 34.3% of the U. S. population.[3]

With the notable exception of the rural areas of the state, the statistics cited above suggest a general trend toward a youth-oriented population. When the present bulge in the youth population passes into adulthood, we will find increased need for adult education in this and other states. Looking to the future, we can see that the presently declining birth rate and the increasing longevity of U. S. citizens will result in an increase in the present 63.5 percent of Montana citizens aged 18 and over.[4] This again implies growth in need for adult education services in Montana.

In addition to need indicated through examination of demographic data, changes in philosophy and attitude toward education would seem to have equal impact on increasing need for adult and continuing education. Our concept of learning as an activity confined to a limited number of years, is rapidly changing to a concept of learning as a lifelong process. Changing occupational and social structures will place even greater demands on the educational system to help all people, including adults, to equip themselves to meet the changes. With the traditional concept of education as a sequential ladder from kindergarten through graduate school, with education being viewed as an activity to be engaged in by children and young people as a "preparation for life", the needs of many of our citizens for educational experiences at all stages of life have been largely ignored.

Many people involved in adult education see conflicts arising as adult education grows and demands a larger share

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[3] Upper Midwest Council.

[4] Ibid.

of educational resources. Concepts in adult and continuing education are, in some respects, in direct conflict with the way in which education has traditionally been viewed. In The Age of Discontinuity, Peter Drucker comments:

> If educators give any thought to the question, they assume we should have both over-extended schooling and continuing education. But the two are actually in opposition. Extended schooling assumes that we will cram more and more into the preparation for life and for work. Continuing education assumes that school becomes integrated with life. Extended schooling still assumes that one can only learn before one becomes an adult. Continuing education assumes that one learns certain things best as an adult. Above all, extended schooling believes that the longer we keep the young away from work and life, the more they will have learned. Continuing education assumes, on the contrary, that the more experience in life and work people have, the more eager they will be to learn and the more capable they will be of learning.[5]

The foregoing implies need for change in the educational delivery system. The institution of education, like all institutions, changes slowly and reluctantly, and mainly in response to outside pressures. But the system will change, and in that change, we would do well to look to educational activities sponsored by other than formal institutions of education--by business, industry, government agencies, the military, certain voluntary associations of cooperating private agencies, and others. There are indications that business and industry spend twice as much on education and training as the total outlay for all forms of public education, kindergarten through graduate school.[6] Formal institutions of education may find it necessary to cooperate with one another and with government, business and industry to meet growing needs for adult and continuing education.

As our society becomes increasingly technical, the rapidly accelerating rate of obsolescence of job and pro-

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[5]Peter Drucker, The Age of Discontinuity.

[6]Jensen, Liveright and Hollenbeck, Adult Education, Adult Education Association, U.S.A.

fessional skills point up the need for post-secondary skill training and for improved programs of adult and continuing education. It is not likely that Montana high schools will be able to meet increasing demands for skill training brought about by technology. Neither is it likely that increased need for adult and continuing education will be met by present systems of post-secondary education without marked change in philosophy and method of delivery and in finance.

The delivery system for adult and continuing education should serve those who need to upgrade themselves on a short or long term basis while remaining employed. Other nations have made greater progress than the United States in meeting the educational needs of adults. France, for example, has made provision for workers to periodically take a leave of absence at full pay to upgrade themselves.[7] Sweden, one of the world leaders in adult education, now devotes more than 10 percent of its national education budget to adult education.[8] Such costs may, in the long run, be less expensive than the social costs of worker obsolescence. Projections of change such as 10 to 12 job changes in a work life, 80 percent of the work force needing more skill training by 1980, less than 5 percent of the work force in unskilled jobs, have very real implications for adult and continuing education.[9]

Montana, as with many other states, has no state support for adult education. State law provides for local financing which is proving to be less adequate as the need for adult education programs grows. Federal support for adult education is limited to special needs, such as supporting programs for those who function at less than the eighth grade level.

It appears that the educational needs of many adults cannot be met through the traditional delivery system. With differing commitments to jobs, differing life styles, often with the inability to travel great distances or take extended leaves to profit from the existing delivery system, many adults are simply closed out from what they view as viable opportunities for continuing education. Systems must be designed to serve the continuing education needs of all

[7]Dr. Jack London, Keynote Speech, Adult Education Conference, Bozeman, Montana, March 21, 1974.
[8]Adult and Continuing Education Newsletter, January 7, 1974.
[9]Long Range Forecast, Rand Corporation, Santa Monica, CA

adults, whether they be professionals, craftsmen, unskilled, senior citizens, unemployed, or whatever.

Greater use should be made of available technology to reach adult learners, particularly those in rural areas. Development of educational television and development of a communications network within the state are only two of many possible extensions of currently available technology to meet adult and continuing education needs throughout the state.

Adult education needs imply that consideration should be given to changing our credentialing patterns. Performance based education, library based education, education without walls, credit by examination, and learning through correspondence are only some of the ideas we must explore if we are to satisfy what, most certainly, will be a greatly increasing need for adult and continuing education services.

RECOMMENDATIONS

1. We in Montana should change our priorities toward the education of all citizens, at all stages of life.

2. All post-secondary institutions in the state have an important role to play - and should play it to the fullest extent - in satisfying the needs for adult and continuing education.

3. Post-secondary institutions should cooperate with one another and with governmental agencies, business, industry, private agencies and professional associations and groups to develop programs and delivery systems to meet adult and continuing education needs.

4. Greater financial resources should be devoted to serving the educational needs of adults.

5. With special implications for the rural areas, delivery systems should be adopted to take adult and continuing education to the citizens, whose commitments do not always permit them to travel to where the educational opportunities are ordinarily available.

6. Non-traditional modes of education, such as the previously-mentioned educational television, should be adopted to serve adult learners who do not fit the traditional image of the college student.

APPENDICES

APPENDIX A

QUESTIONNAIRE TO THE 17 POST-SECONDARY INSTITUTIONS

COMMISSION ON POST-SECONDARY EDUCATION
SUITE 5 - 201 EAST 6TH AVENUE • HELENA • MONTANA • 59601
406-449-2727

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ANACONDA
DALE MOORE
MISSOULA
JOHN L. PETERSON
BUTTE
LAWRENCE K. PETTIT
HELENA
GARRY SOUTH
MISSOULA

JESSICA P. STICKNEY
MILES CITY
WILLIAM WARFIELD
SOUTH OF LIVINGSTON

December 3, 1973

MEMORANDUM

TO: Presidents of: Units of the Montana University System
Community Colleges
Independent Colleges
Directors of: Vocational-Technical Centers

FROM: Technical Group on Adult and Continuing Education

RE: Questionnaire on Adult and Continuing Education Offerings

Enclosed is a questionnaire pertaining to adult and continuing education offerings of your institution. The information requested is needed to complete our charge from the Commission on Post-Secondary Education.

Would you please see that the questionnaire is completed by the appropriate person(s) at your institution and returned to the Commission staff no later than January 1, 1974.

Thank you for your assistance.

Margaret
Sogard,
Great Falls

INSTRUCTIONS

ADULT AND CONTINUING EDUCATION QUESTIONNAIRE

Please report the following:

(1) All course work offered outside the home community;

(2) Courses offered within the home community which fall within one of the following categories:

(a) Courses not available for inclusion in academic and regular vocational programs (i.e., the set of programs ordinarily listed in the institution's catalog);

(b) Courses offered by the institution primarily for the purpose of adult and continuing education, which would include courses offered to meet the educational needs of working adults, retired persons, persons in prisons and hospitals, etc. Such courses may or may not be available for inclusion in academic and regular vocational programs.

For purposes of this questionnaire, a "program" is defined as follows:

"A series or sequence of courses leading up to a degree or certificate."

For purposes of this questionnaire, a "course" is defined as follows:

"A series of class meetings, lectures, study sessions or seminars, which usually, but not always, is of one quarter or semester or less in duration - the normal unit of study for which credit may be given. A course may or may not be part of or lead to a degree or certificate program."

Please return this questionnaire to:

Staff of the Commission on Post-Secondary Education
201 East 6th Avenue, Suite 5
Helena, Montana 59601

PART A - ADULT AND CONTINUING EDUCATION QUESTIONNAIRE

Please give a general explanation below of how your institution funds adult and continuing education and extension courses. If such courses are not self-supporting through fees charged specifically for each course, what are the sources of funds to support the program?_____

_____

_____

_____

_____

_____

PART B - ADULT AND CONTINUING EDUCATION QUESTIONNAIRE

Please complete a separate form (copies are attached) for each adult and continuing education course offered by your institution from July 1, 1972, through and including the fall semester or quarter of the current year, as applicable.

COURSE REPORTING FORM - PART B OF ADULT AND CONTINUING EDUCATION QUESTIONNAIRE

1. Name or title of the course: _____

2. Course number: _____

3. Indicate the quarter, semester, or other time-span in which the course was offered: _____

4. Brief description of the course content (one sentence or paragraph): _____

_____

_____

5. Number of persons enrolled: _____

6. Number of persons who completed the course: _____

7. Number of quarter or semester hour credits issued: _____

8. Number of instructional hours: _____

9. Nature of enrollees (i.e., primarily working adults, teachers, etc.): _____

_____

10. When was the course offered? During the day ( ); during the evening ( ); on a Saturday or Sunday ( ).

11. Where was the course offered? On-campus ( ); off-campus ( ). If off-campus, indicate the community in which offered: _____

12. Actual or estimated expenditures for the course (the total indicated is to include salaries, per diem, mileage, supplies, administrative costs, etc.):

$ _____

13. Actual or estimated per cent of expenditures by source for the course:

Student fees and charges specifically related to this course (%);

Other sources of funds (be specific, if possible) (%).

PART C - ADULT AND CONTINUING EDUCATION QUESTIONNAIRE

Please describe below any arrangements your institution may have with school districts, Indian reservations or other organizations to offer a series of adult and continuing education courses which may be construed as a program:

PART D - ADULT AND CONTINUING EDUCATION QUESTIONNAIRE

Please describe below current plans of your institution for the addition, deletion and/or expansion of adult and continuing education courses:

PART E - ADULT AND CONTINUING EDUCATION QUESTIONNAIRE

Please identify below any other adult and continuing education programs or courses, of which you have knowledge, offered in the state of Montana by organizations other than the state's 17* institutions of post-secondary education, i.e., courses or programs offered by agencies of state, local or federal government; institutions situated outside the state of Montana; private corporations or organizations; etc.:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

*Montana's 17 post-secondary institutions are the segments of the Montana University System; three community colleges; five area vocational-technical centers; and three independent colleges.

PART F - ADULT AND CONTINUING EDUCATION QUESTIONNAIRE

Name and title of the person or persons who completed this questionnaire who may be contacted for further information:

NAME	TITLE
_____	_____
_____	_____
_____	_____

Name of Institution: _____

Please return to:

Staff of the Commission on Post-Secondary Education
201 East 6th Avenue, Suite 5
Helena, Montana 59601

APPENDIX B

MEMORANDUM UTILIZED IN CONTACTING STATE, FEDERAL AND PRIVATE AGENCIES

COMMISSION ON POST-SECONDARY EDUCATION
SUITE 5 - 201 EAST 6TH AVENUE • HELENA • MONTANA • 59601
406-449-2727

THOMAS L. JUDGE
GOVERNOR

PATRICK M. CALLAN
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AT FALLS
SSELL B. HART
INGS
AN KENNERLY
OWNING
ARJORIE KING
NNETT
ARON LABUDA
VRE
LLIAM MACKAY
SCOE
SSELL MCDONOUGH
NDIVE
SEPH MCDOWELL
ANDO
HN L. MCKEON
ACONDA
LE MOORE
SSOULA
HN L. PETERSON
TTE
WRENCE K. PETTIT
ENA
ARRY SOUTH
SSOULA
YCE STEFFECK
ENA
SSICA P. STICKNEY
LES CITY
LLIAM WARFIELD
UTH OF LIVINGSTON

TO:

FROM: Technical Group on Adult & Continuing Education

As part of the charge which was given to us by the Post-Secondary Education Commission, we are attempting to gather information on all educational and training programs for adults in the State of Montana. We, of course, realize that many adult and continuing education programs are offered through Montana's 17 post-secondary institutions (the six university units, three community colleges, three private colleges and five vocational-technical centers) and through the proprietary schools and private educational programs in the state, and we are in the process of surveying programs offered by these institutions.

However, in an effort to compile a complete inventory, we would like to request that you (or whomever you may wish to designate) provide us with information concerning all such educational and training programs for adults which your(agency,association,etc.) conducts.

For purposes of reporting, we request that information be provided only on courses of instruction or training which are of ten hours duration or more. It would, however, be of great interest to us to receive a generalized statement of whatever else is offered in the area of educational or training programs for adults which does not fit the above description.

For the sake of consistency, we are requesting each agency and organization we contact to report only programs which were offered between the dates of July 1, 1972, and December 31, 1973.

Also, since we are asking for this information from the institutions mentioned above, state agencies, federal agencies and the private sector, we request that, in order to avoid duplication, any courses which are offered by another agency (such as the public schools, community colleges, etc.) NOT be reported, as the other agency will report these courses to us.

However, as a point of explanation, it is also of interest to us to gather information on a) in-service training programs for employees even if the instruction is provided by an out-of-state agency; and b) all out-of-state training for Montana residents, in addition to

courses and programs which might more readily come to mind.

Enclosed you will find a copy of the ADULT & CONTINUING EDUCATION COURSE REPORTING FORM, which reflects the information we are seeking. Ideally, we would like to ask that a separate form for each course offered be completed (this would simplify our task of compiling the responses). However, we realize that there may be too many courses to take the time to complete a separate reporting form for each. In that case, we request that we be provided with a generalized summary of the program(s) and overall totals for as much of the information requested on the attached as can be feasibly reduced into summaries and totals. If it is possible to complete separate forms for each course, however, additional forms may be obtained by contacting Beth Richter at the Commission office in Helena (phone 449-2727).

We very much appreciate your cooperation and assistance with this important task.

ADULT & CONTINUING EDUCATION COURSE REPORTING FORM

1. Name or title of course (of 10 hours or more): _____

2. Purpose: _____

3. Indicate the time-span in which the course was offered (e.g., Began March 15th, Ended June 30th): _____

4. Number of instructional hours: _____

5. Brief description of the course content: _____

_____

6. Number of persons enrolled: _____

7. Number of persons who completed the course: _____

8. Nature of enrollees (i.e., primarily working adults, employees, etc.): _____

_____

9. When was the course offered? During the day ( ); during the evening ( ); on a Saturday or Sunday ( ).

10. Indicate the community in which the course was offered: _____

Specific site (high school, other public building, etc.): _____

11. Was a certificate of completion issued? If so, please identify: _____

12. If you obtained the instruction (teacher/s) for this course from an agency other than your own, please identify: _____

13. Please provide a statement of what you feel your future needs will be for educational and training programs for adults and how the needs for adult and continuing education can best be satisfied in the future:

_____

_____

_____

PLEASE PROVIDE THE FOLLOWING INFORMATION IF IT IS AVAILABLE:

14. Actual or estimated expenditures for the course:

Federal funds _____; State funds _____; Private funds _____;

Student fees _____; Other (please specify) _____;

TOTAL $ _____.

APPENDIX C

POSITION PAPER FROM THE DIRECTORS OF THE COUNCIL OF EXTENSION AND CONTINUING EDUCATION

The attached position paper is submitted by the Council of Extension and Continuing Education Directors to the Technical Group on Adult and Continuing Education in the hope that the issues raised and the recommendations given will be of assistance to the Commission on Post-Secondary Education in their very important deliberations.

ISSUES IN CONTINUING EDUCATION

Introduction

American scholars are now in general agreement that extension of educational opportunity to adults will be a most significant phenomenon of the 1970's. By the close of the decade, more than 150 million adults are expected to be involved in some type of educational program, motivated by rapid social and technological developments and by the change from a goods-producing to a services-producing economy.[1]

Colleges and universities, charged with the responsibility of training the teachers and administrators for all levels of American education, must assume a leadership role in adult and continuing education, even though a substantial share of such services will be delivered by other agencies.

As the statistical reports of the Commission on Post-Secondary Education's Technical Committee on Adult & Continuing Education will indicate, most continuing education activities at the units of the Montana University System are funded by fees generated or by federal/state grants. Board of Regents' rulings impose requirements of self-sufficiency for extension courses, and those rulings have been interpreted broadly to include most continuing education activities. These rulings, together with their interpretations, raise issues about continuing education in Montana, some of which are outlined in this report.

Interinstitutional Relationships

Increasingly, state officials are being asked and asking why the University System fails to cooperate effectively in the area of continuing education. Extension directors would be the first to acknowledge that cooperative efforts could be strengthened; yet, full copperation, even if the parties concerned were willing, seems unlikely, given the demand for continuing education, declining on-campus enrollments and the requirement of self-sufficiency. Each cooperative act means a loss of revenue and/or clientele. To urge or require cooperation is like asking a business to reduce advertising or forego sales in order to strengthen a competitor. An institution is damned if it does and damned if it does not cooperate!

In January of 1973, the extension and continuing education directors of the university units and the private colleges formed a council to exchange information and to facilitate greater interinstitutional cooperation. In six meetings and several cooperative studies, the Council has become an effective instrument for improving relationships between the institutions and enhancing the quality of adult and continuing education services to their respective communities and to the state as a whole. Occasional participation by the Commissioner's office has been most helpful to the Council over the past year. Regular participation by the Commissioner's office in the meetings and the development of the Council would be welcomed, and could perhaps be one of the most effective means available to the Commissioner for encouraging and achieving greater coordination and

(1) "The Learning Force", Educational Policy Research Center, Syracuse, New York, 1970.

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cooperation.

To further reduce overlap and competition, the institutions have established territorial boundaries; one institution does not provide continuing education services within another's territory unless the latter institution cannot or does not wish to fulfill the request, or the request falls outside "its role and scope". Territorial agreements, though effective in eliminating duplication and some competition among the units, might have serious implications for the quality of off-campus instruction. Further, it means that many communities are precluded from requesting the service of specific individuals.

Interinstitutional competition is not limited to the university units; it also exists between the units and the community colleges. Activities which would be classified as continuing education by the units and therefore self-supporting are provided by community colleges and paid for in part by state appropriations. Montana is, in fact, imposing a double standard on its post-secondary institutions: continuing education emanating from community colleges is subsidized, while the same program, if originating from a unit of the University System, is self-supporting. This double standard also applies to the reporting of enrollment statistics and faculty participation; these issues are discussed in a later section.

A related issue, one which arises naturally when interinstitutional cooperation is discussed, is centralization. Some would argue that competition among the units would be avoided by central administration of all continuing education. Certainly, centralization would eliminate competition; it also might curtail continuing education. Faculty members engage in continuing education because of personal ties or rapport with community leaders; many of those same faculty might be reluctant to participate if participation were mandatory or if the request required evaluation and approval by a central administrator. Not only would it be difficult for such an administrator to be versed in the qualifications of faculty members on six campuses, but the administrative bureaucracy necessary to insure coordination and/or evaluation would be complex and expensive.

Appending continuing education to an existing statewide network such as Cooperative Extension would be self-defeating. Services offered through Agricultural Extension differ markedly from continuing education activities offered by other academic departments at Montana State University and at other units of the University System as well. To combine these distinct activities would mean either watering down both efforts or altering the characteristics of one or the other or both. In the opinion of Extension Directors and many faculty members, either change would be unproductive.

The Role of Extension & Continuing Education Within the University System

Traditionally, self-sufficiency has had important nonfinancial connotations. First, and most importantly, extension students have been classified as "second-class citizens"; extension credit has been noted as such on the students' transcripts, and frequently students transferring to other institutions find that extension credits are not transferable.

Also, most institutions limit the number of extension credits which can be applied toward a degree: nine credit hours for a graduate degree and from 30 to 45 credit hours for an undergraduate degree. Interestingly, and reflecting the double standard referred to earlier, a student who registers for an "off-campus" course through a community college is not discriminated against either in terms of his transcript or the transferability of the credit. Indeed the community colleges do not award extension credit. Further, community colleges include those off-campus courses and registrations in the enrollment statistics submitted to state officials, while the University must report all extension activity separately to the Board of Regents.

Faculty members who devote considerable time to continuing education have been discriminated against in terms of the salary and promotion structure. Academic rhetoric emphasizes three university functions--teaching, research and service--but a review of faculty promotion policies and salaries clearly reveals a low priority for community service, a large portion of which is extension and continuing education. It is not unusual for faculty to comment that continuing education efforts have a negative effect on faculty review and promotion committees.

One could anticipate the response from faculty committees. If faculty and students who participate are discriminated against, and if it is entirely self-supporting, then obviously continuing education has little relevance to the primary responsibilities or functions of a university or college! The average Montanan, however, does not find that logic very persuasive or reasonable when he scrutinizes the mounting tax burden of education. Some, for example, abhor the recent increase in extension fees--from $16 to $21 per credit hour--arguing that, in effect, they are paying twice for an educational service.

Financial Considerations

The self-sufficiency of continuing education has been referred to repeatedly in this report. But what is meant by self-sufficiency? The Board of Regents' ruling states simply that the extension program must be self-supporting, but makes no mention of what costs are to be covered by the fees. Does the statement refer to the direct costs of each course--salaries, travel and per diem? Or, does it refer also to the indirect administrative costs? University units vary in their interpretation of "self-supporting". Some adopt an all-encompassing definition which includes both direct and indirect costs, while others include only the direct costs or direct costs plus some portion of the administrative charges of supporting staff members. Furthermore, does the self-supporting criterion apply solely to "extension programs", or should it be interpreted broadly to include all continuing education programs?

The specific interpretation determines not only an institution's allocation of total resources, but the composition of the class. For example, if an institution schedules a course during the evening, the course may be funded through extension (from fees generated) or from state appropriations. If the latter, then extension students cannot register through the extension division; rather, they must enroll as part-time students through normal channels. This is because "extension is self-supporting and state

appropriated funds cannot be comingled with 'extension fees'."

As on-campus enrollments decline, the issue of "resident" versus "extension" programs is becoming an increasingly important one. Since enrollments in resident courses, in contrast to on- or off-campus continuing education programs, eventually affect budgetary allocations among the units, some departments are unwilling to offer continuing education programs which might reduce resident enrollment during either the regular academic year or summer session. It is difficult to argue that continuing education programs are in the long-run interest of the departments, when neither the budgetary nor promotional process reflects those efforts.

Conclusions and Recommendations

The Council of Extension Directors offer the following recommendations:

1. The Council should be continued as a coordinating body, preferably with a representative of the Commissioner's office in attendance at all meetings of the Council. Perhaps the Council, which already includes representatives from the private colleges of the state, should be expanded to include representatives from the community colleges as well. (See point #2 which follows)

2. The Council recommends that control and administration of adult, extension and continuing education programs not be centralized within the state.

3. The units of the Montana University System and the community colleges should be placed on an equal footing vis-a-vis the offering of extension courses in terms of:

    a. Definitions of extension and resident credit.

    b. Funding of extension courses.

    c. Counting or not counting extension students in total enrollment reports.

4. Depending upon the resolution of recommendation 3b above, consideration should be given to the question of whether units of the University System should be authorized to fund college level extension courses, at least in part, with state appropriated instructional funds.

5. The role of the units of the University System with regard to non-college level continuing education should be re-examined. In the belief that all post-secondary institutions should play a role in bringing optimum educational services to adults in the state, the Council recommends that the units of the Montana University System

be encouraged to play their appropriate role in the delivery of such continuing education services--at least on the basis of self-supporting courses, programs and activities.

6. It is recommended that as part of the process of identifying the appropriate role of units of the Montana University System in adult and continuing education, a thorough assessment of need be made in each part of the state and the identified need be related to resources available to meet the need including units of the University System, private colleges, community colleges, technical centers, public schools and other agencies. This relates to the charge given to the Technical Group on Adult & Continuing Education of the Post-Secondary Education Commission. It is the assertion of the Council of Directors of Extension & Continuing Education that the colleges and universities of the state each have an appropriate role to play in meeting the growing need for adult and continuing education.

The question of which institution or agency should offer a specific course, program or service is best determined by knowledgeable educators and citizens in the community where the need exists. The principle criterion should be the maximum benefit to the adults involved and the relative resources and responsibilities of the delivery agencies.

The size and complexity of the task beggars description and calls for an intensive coordinated effort. It also represents an unparalleled opportunity for service to the State of Montana which its colleges and universities must meet head-on in partnership with many other public and private agencies, and with effective encouragement, support and guidance from the Commission and the Legislature.

APPENDIX D

MATRIX DISPLAY OF DATA

APPENDIX D

MATRIX DISPLAY OF DATA

On the following pages are a series of matrices which display the data collected from the 17 post-secondary institutions concerning adult and continuing education course offerings. In addition to a matrix for each of the university system units, private colleges, community colleges and vo-tech centers, there is a composite matrix for each of these four types of institutions, and one composite matrix showing the statewide offerings of all 17 post-secondary institutions.

A point concerning these matrices which must be clarified is the fact that, at the request of the Technical Group, the institutions categorized adult and continuing education course offerings as 1) "academic"; 2) "occupational"; 3) "community service"; 4) "basic skills"; or 5) "other", on the basis of the initial purpose of the institution in offering the course, as perceived by the official responsible for completing the questionnaire. It should be emphasized that a course which one institution might categorize as "academic", another might well categorize as "occupational". In general, however, courses offered with the expectation that the credit would be applied toward a baccalaureate degree, are categorized as "academic", although frequently a receiving institution will grant academic credit for courses which were intended for other purposes.

MATRICES

MONTANA UNIVERSITY SYSTEM

MATRIX 1

UNIVERSITY OF MONTANA

COURSE TYPE	NO. OF COURSES	NUMBER ENROLLED	RES.	EXT.	WHEN OFFERED Day	Evng	W/E	WHERE OFFERED On Camp	Off Camp	TOTAL STUDENT CREDIT HOURS	TOTAL STUDENT INSTRUCTIONAL HOURS	COST
Academic	165	3294	20	145	43	139	7	84	69	8932	89,194	$ 92,523.28
Occupational	53	613	8	45	15	43	1	15	39	1837	21,450	55,377.28
Community Service	67	1509	0	0	0	67	0	66	1	28	27,831	17,206.00
TOTALS	285	5416	28	190	58	249	8	165	109	10,797	138,475	$ 165,106.56

MATRIX 2

MONTANA STATE UNIVERSITY

COURSE TYPE	NO. OF COURSES	NUMBER ENROLLED	RES.	EXT.	WHEN OFFERED Day	Evng	W/E	WHERE OFFERED On Camp	Off Camp	TOTAL STUDENT CREDIT HOURS	TOTAL STUDENT INSTRUCTIONAL HOURS	COST
Academic	113	1698	0	113	58	75	3	18	95	4885	49,195	$48,937.49
Occupational	4	108	0	2	4	0	0	4	0	104	2,636	3,945.57
Community Service	7	130	0	3	3	5	0	5	2	76	2,600	750.00
TOTALS	124	1936	0	118	65	80	3	27	97	5065	54,431	$53,633.06

MATRIX 3

EASTERN MONTANA COLLEGE

COURSE TYPE	NO. OF COURSES	NUMBER ENROLLED	RES.	EXT.	WHEN OFFERED Day	Evng	W/E	WHERE OFFERED On Camp	Off Camp	TOTAL STUDENT CREDIT HOURS	TOTAL STUDENT INSTRUCTIONAL HOURS	COST
Academic	145	3008	74	71	55	135	16	72	73	8,763	86,940	$83,431.00
Community Service	2	56	2	0	1	2	1	2	1	168	1,680	1,475.00
TOTALS	147	3064	76	71	56	137	17	74	74	8,931	88,620	$84,906.00

MATRIX 4

NORTHERN MONTANA COLLEGE

COURSE TYPE	NO. OF COURSES	NUMBER ENROLLED	RES.	EXT.	WHEN OFFERED Day	Evng	W/E	WHERE OFFERED On Camp	Off Camp	TOTAL STUDENT CREDIT HOURS	TOTAL STUDENT INSTRUCTIONAL HOURS	COST
Academic	66	1,196	42	24	34	25	7	0	66	3,865	42,677	$35,286.00
Occupational	2	23	2	0	2	0	0	2	0	69	759	800.00
Basic Skills	2	63	0	2	0	1	0	0	2	155	1,705	955.00
TOTALS	70	1,282	44	26	36	26	7	2	68	4,089	45,141	$37,041.00

MATRIX 5

WESTERN MONTANA COLLEGE

COURSE TYPE	NO. OF COURSES	NUMBER ENROLLED	RES.	EXT.	WHEN OFFERED Day	Evng	W/E	WHERE OFFERED On Camp	Off Camp	TOTAL STUDENT CREDIT HOURS	TOTAL STUDENT INSTRUCTIONAL HOURS	COST
Academic	6	122	0	6	0	6	0	0	6	366	4,392	$2,957.76

MATRIX 6

MONTANA COLLEGE OF MINERAL SCIENCE AND TECHNOLOGY

COURSE TYPE	NO. OF COURSES	NUMBER ENROLLED	WHEN OFFERED RES.	WHEN OFFERED EXT.	WHEN OFFERED Day	WHEN OFFERED Evng	WHEN OFFERED W/E	WHERE OFFERED On Camp	WHERE OFFERED Off Camp	TOTAL STUDENT CREDIT HOURS	TOTAL STUDENT INSTRUCTIONAL HOURS	COST
Academic	24	457	22	2	16	7	1	21	3	1,144* (1,716**)	19,328	$17,735.59
Community Service	1	60	1	0	0	1	0	1	0	0	720	1,702.38
TOTALS	25	517	23	2	16	8	1	22	3	1,144* (1,716**)	20,048	$19,437.97

*Semester Hours

**Quarter Hours

MATRIX 7

COMPOSITE -- UNIVERSITY SYSTEM

COURSE TYPE	NO. OF COURSES	NUMBER ENROLLED	WHEN OFFERED RES.	WHEN OFFERED EXT.	WHEN OFFERED Day	WHEN OFFERED Evng	WHEN OFFERED W/E	WHERE OFFERED On Camp	WHERE OFFERED Off Camp	TOTAL STUDENT CREDIT HOURS	TOTAL STUDENT INSTRUCTIONAL HOURS	COST
Academic	519	9775	158	361	206	387	34	195	312	28,527	291,726	$280,871.12
Occupational	59	744	10	47	21	43	1	21	39	2,010	24,845	60,122.85
Community Service	77	1755	3	3	4	75	1	74	4	272	32,831	21,133.38
Basic Skills	2	63	0	2	0	1	0	0	2	155	1,705	955.00
TOTALS	657	12,337	171	413	231	506	36	290	357	30,964	351,107	$363,082.35

MATRICES

PRIVATE COLLEGES

MATRIX 8

CARROLL COLLEGE

COURSE TYPE	NO. OF COURSES	NUMBER ENROLLED	WHEN OFFERED RES.	WHEN OFFERED EXT.	WHEN OFFERED Day	WHEN OFFERED Evng	WHEN OFFERED W/E	WHERE OFFERED On Camp	WHERE OFFERED Off Camp	TOTAL STUDENT CREDIT HOURS	TOTAL STUDENT INSTRUCTIONAL HOURS	COST
Academic	13	449	13	0	0	13	0	13	0	1,347* (2,021**)	21,915	$6,300.00
Community Service	8	331	8	0	5	3	5	7	1	718* (1,017**)	12,920	4,500.00
TOTALS	21	780	21	0	5	16	5	20	1	2,065* (3,100**)	34,835	$10,800.00

*Semester Hours
**Quarter Hours

MATRIX 9

COLLEGE OF GREAT FALLS

COURSE TYPE	NO. OF COURSES	NUMBER ENROLLED	RES.	EXT.	WHEN OFFERED Day	Evng	W/E	WHERE OFFERED On Camp	Off Camp	TOTAL STUDENT CREDIT HOURS	TOTAL STUDENT INSTRUCTIONAL HOURS	COST
Academic	186	2903	186	0	11	174	0	97	89	8528* (12,792**)	123,542	$117,835.00
Community Service	15	175	15	0	0	15	0	12	3	293* (440**)	4,215	6,020.00
TOTALS	201	3078	201	0	11	189	0	109	92	8821* (13,232**)	127,757	$123,855.00

*Semester Hours
**Quarter Hours

MATRIX 10

ROCKY MOUNTAIN COLLEGE

COURSE TYPE	NO. OF COURSES	NUMBER ENROLLED	RES.	EXT.	WHEN OFFERED Day	Evng	W/E	WHERE OFFERED On Camp	Off Camp	TOTAL STUDENT CREDIT HOURS	TOTAL STUDENT INSTRUCTIONAL HOURS	COST
Academic	36	647	36	0	4	32	0	2	34	1439* (2159**)	23,282	$33,889.73
Community Service	6	159	5	1	5	3	2	4	2	----	3,689	6,029.00
TOTALS	42	806	41	1	9	35	2	6	36	1439* (2159**)	26,971	$39,918.73

*Semester Hours
**Quarter Hours

MATRIX 11

COMPOSITE -- PRIVATE COLLEGES

COURSE TYPE	NO. OF COURSES	NUMBER ENROLLED	RES.	EXT.	WHEN OFFERED Day	Evng	W/E	WHERE OFFERED On Camp	Off Camp	TOTAL STUDENT CREDIT HOURS	TOTAL STUDENT INSTRUCTIONAL HOURS	COST
Academic	235	3999	235	0	15	219	0	112	123	11,314* (16,971**)	168,739	$158,024.73
Community Service	29	665	28	1	10	21	7	23	6	1,011* (1,517**)	20,824	16,549.00
TOTALS	264	4664	263	1	25	240	7	135	129	12,325* (18,488**)	189,563	$174,573.73

*Semester Hours
**Quarter Hours

MATRICES

COMMUNITY COLLEGES

MATRIX 12

DAWSON COLLEGE

COURSE TYPE	NO. OF COURSES	NUMBER ENROLLED	RES.	EXT.	WHEN OFFERED Day	Evn.	W/E	WHERE OFFERED On Camp	Off Camp	TOTAL STUDENT CREDIT HOURS	TOTAL STUDENT INSTRUCTIONAL HOURS	COST
Academic	64	789			37	31	4	47	17	2,357	23,331	$19,343.00
Occupational	46	611			18	34	2	29	17	1,802	18,810	19,863.00
Community Service	32	569			0	32	0	27	5	64	12,240	6,030.00
Basic Skills	7	62			2	6	0	4	3	79	1,400	1,700.00
TOTALS	149	2,031			57	103	6	107	42	4,302	55,781	$46,936.00

MATRIX 13

FLATHEAD VALLEY COMMUNITY COLLEGE

COURSE TYPE	NO. OF COURSES	NUMBER ENROLLED	RES. EXT.	WHEN OFFERED Day	Evng	W/E	WHERE OFFERED On Camp/Off Camp		TOTAL STUDENT CREDIT HOURS	TOTAL STUDENT INSTRUCTIONAL HOURS	COST
Academic	9	107		0	7	0	1	8	258	2,850	$1,691.00
Occupational	57	687		8	49	0	45	12	1419	20,225	11,435.00
Community Service	65	1007		9	53	3	59	6	2262	24,465	12,615.00
Basic Skills	20	330		8	12	0	12	8	—	10,382	6,000.00
TOTALS	151	2131		25	121	3	117	34	3939	57,922	$ 31,741.00

MATRIX 14

MILES COMMUNITY COLLEGE

COURSE TYPE	NO. OF COURSES	NUMBER ENROLLED	RES. EXT.	WHEN OFFERED Day	Evng	W/E	WHERE OFFERED On Camp/Off Camp		TOTAL STUDENT CREDIT HOURS	TOTAL STUDENT INSTRUCTIONAL HOURS	COST
Academic	35	394		9	26	0	29	6	858	10,419	$7,140.00
Occupational	6	117		0	6	0	6	0	328	3,234	1,425.00
Community Service	9	84		4	5	0	9	0	189	2,414	1,890.00
TOTALS	50	595		13	37	0	44	6	1,375	16,067	$10,455.00

MATRIX 15

COMPOSITE -- COMMUNITY COLLEGES

COURSE TYPE	NO. OF COURSES	NUMBER ENROLLED	RES. EXT.	WHEN OFFERED Day	Evng	W/E	WHERE OFFERED On Camp	Off Camp	TOTAL STUDENT CREDIT HOURS	TOTAL STUDENT INSTRUCTIONAL HOURS	COST
Academic	108	1290		46	64	4	77	31	3473	36,600	$28,174.00
Occupational	109	1415		26	89	2	80	29	3549	42,269	32,723.00
Community Service	106	1660		13	90	3	95	11	2515	39,119	20,535.00
Basic Skills	27	392		10	18	0	16	11	79	11,782	7,700.00
TOTALS	350	4757		95	261	9	268	82	9616	129,770	$89,132.00

MATRICES

VOCATIONAL-TECHNICAL CENTERS

MATRIX 16

BILLINGS VOCATIONAL-TECHNICAL CENTER

COURSE TYPE	NO. OF COURSES	NUMBER ENROLLED	RES.	EXT.	WHEN OFFERED Day	Evng	W/E	WHERE OFFERED On Camp	Off Camp	TOTAL STUDENT CREDIT HOURS	TOTAL STUDENT INSTRUCTIONAL HOURS	COST
Academic	19	526			0	19	0	6	13		20,800	$11,509.20
Occupational*	16	492			0	15	1	1	15		87,152	29,336.50
Community Service*	102	1,934			60	52	0	81	21		43,588	15,288.01
TOTALS	137	2,952			60	86	1	88	49		151,540	$56,133.71

*One "occupational" course and 86 "community service" courses were offered by the Billings YWCA

MATRIX 17

BUTTE VOCATIONAL-TECHNICAL CENTER

COURSE TYPE	NO. OF COURSES	NUMBER ENROLLED	RES.	EXT.	WHEN OFFERED Day	Evng	W/E	WHERE OFFERED On Camp	Off Camp	TOTAL STUDENT CREDIT HOURS	TOTAL STUDENT INSTRUCTIONAL HOURS	COST
Academic	5	85			1	5	0	5	0		13,088	$43,288.04
Occupational	19	294			0	19	0	18	1		23,088	18,859.81
Community Service	4	83			1	4	1	4	1		5,088	3,001.12
Basic Skills	1	92			0	1	0	1	0		5,520	2,532.58
TOTALS	29	554			2	29	1	28	2		46,784	$67,681.55

MATRIX 18

GREAT FALLS VOCATIONAL-TECHNICAL CENTER

COURSE TYPE	NO. OF COURSES	NUMBER ENROLLED	RES.	EXT.	WHEN OFFERED Day	Evng	W/E	WHERE OFFERED On Camp	Off Camp	TOTAL STUDENT CREDIT HOURS	TOTAL STUDENT INSTRUCTIONAL HOURS	COST
Academic	9	321			1	8	0	9	0		48,426	$43,656.00
Occupational	18	509			1	17	0	17	1		36,780	33,788.00
Community Service	50	878			0	50	1	50	0		92,182	15,790.00
												24,300.00*
TOTALS	77	1,708			2	75	1	76	1		177,388	$117,534.00

*Administrative costs - not included in the total costs for the courses offered - were $6,500 for the period September 1972 through June 1973; and $17,800 for the period September 1973 through June 1974, for a total of $24,300.

MATRIX 19

HELENA VOCATIONAL-TECHNICAL CENTER

COURSE TYPE	NO. OF COURSES	NUMBER ENROLLED	RES.	EXT.	WHEN OFFERED Day	Evng	W/E	WHERE OFFERED On Camp	Off Camp	TOTAL STUDENT CREDIT HOURS	TOTAL STUDENT INSTRUCTIONAL HOURS	COST
Occupational	24	354			0	24	0	24	0		36,888	$24,719.00
Community Service	8	90			0	8	0	8	0		5,410	6,239.00
TOTALS	32	444			0	32	0	32	0		42,298	$30,958.00

MATRIX 20

MISSOULA TECHNICAL CENTER

COURSE TYPE	NO. OF COURSES	NUMBER ENROLLED	RES. EXT.	WHEN OFFERED Day	Evng	W/E	WHERE OFFERED On Camp	Off Camp	TOTAL STUDENT CREDIT HOURS	TOTAL STUDENT INSTRUCTIONAL HOURS	COST
Academic	24	770		0	24	0	24	0		48,650	$12,950.00
Occupational	110	1956		0	110	0	110	0		87,854	45,174.00
Community Service	49	1390		0	49	0	49	0		65,395	16,930.00
Basic Skills	23	576		1	22	0	23	0		32,490	8,832.00
	206	4692		1	205	0	206	0		234,389	$83,886.00

MATRIX 21

COMPOSITE -- VOCATIONAL-TECHNICAL CENTERS

COURSE TYPE	NO. OF COURSES	NUMBER ENROLLED	RES. EXT.	WHEN OFFERED Day	Evng	W/E	WHERE OFFERED On Camp	Off Camp	TOTAL STUDENT CREDIT HOURS	TOTAL STUDENT INSTRUCTIONAL HOURS	COST
Academic	57	1702		2	56	0	44	13		130,964	$111,403.24
Occupational	187	3605		1	185	1	170	17		271,762	151,877.31
Community Service	213	4375		61	163	2	192	22		211,663	57,248.13
Basic Skills	25	668		1	23	0	24	0		38,010	11,364.58
											24,300.00*
TOTALS	481	10,350		65	427	3	430	52		652,399	$356,193.25

*Great Falls Vo-Tech Administrative Costs - not included in other totals.

MATRIX

COMPOSITE -- STATEWIDE OFFERINGS

MATRIX 22

COMPOSITE -- STATEWIDE OFFERINGS OF ALL

17 POST-SECONDARY INSTITUTIONS

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COURSE TYPE	NO. OF COURSES	NUMBER ENROLLED	RES.	EXT.[1]	WHEN OFFERED Day	Evng	W/E	WHERE OFFERED On Camp	Off Camp	TOTAL STUDENT CREDIT HOURS[2/3]	TOTAL STUDENT INSTRUCTIONAL HOURS	COST
Academic	919	16,766	393	361	269	726	38	428	479	48,971	628,029	$578,473.09
Occupational	355	5,764	10	47	48	317	4	271	85	5,559	338,876	244,723.16
Community Service	425	8,455	31	4	88	349	13	384	43	4,394	304,497	115,465.51
Basic Skills	53	1,123	0	2	11	42	0	40	13	234	51,497	20,019.58
												24,300.00[4]
	1,752	32,108	434	414	416	1,434	55	1,123	620	59,068	1,322,839	$981,981.34

1. For University System and Private Colleges only

2. Semester Hour Credits for Montana College of Mineral Science and Technology, Rocky Mountain College, College of Great Falls and Carroll College converted to quarter hour credits for this total

3. No credit granted at Vo-Tech Centers

4. Administrative Costs - Great Falls Vo-Tech Center

BEST COPY AVAILABLE

There are two additional matrices which are presented to display statewide meetings of the Cooperative Extension Service of Montana State University and in-service training seminars offered by the Division of Educational Research and Services of the University of Montana.

The meetings reported by the Cooperative Extension Service are not included in the matrix displaying data collected from Montana State University. The Extension Service does not offer courses for credit, but disseminates information and services in an informal manner through meetings, radio, television, publications, news articles, workshops and personal contact. The general thrust of its program is adult and continuing education for Montana's rural population, but also includes extensive work with youth programs, most notably 4-H.

The seminars reported by the Division of Educational Research and Services (a component of the University of Montana's School of Education) are likewise not included in the matrix displaying data collected from the University of Montana. The division states that it is committed to:

1) providing research and service to Montana school districts through in-service training (primarily for teachers) to develop better teaching/learning patterns, facility planning, school board policy formulation, physical facility and educational program evaluation, consultation and advisement, curriculum studies and evaluations;

2) providing an opportunity for outstanding graduate students working in administration and curriculum to further their training through field work with Montana communities, school boards, administrators, teachers and students;

3) providing the University of Montana faculty the opportunity to do field work in public schools throughout the state.

The statewide composite matrix showing offerings of the 17 post-secondary institutions does not include the offerings of either the Cooperative Extension Service or the Division of Educational Research and Services.

MATR_. 23

MONTANA STATE UNIVERSITY EXTENSION SERVICE

COURSE TYPE	NUMBER OF MEETINGS	NUMBER IN ATTENDANCE AT ALL MEETINGS	TOTAL INSTRUCTIONAL HOURS	RADIO PROGRAM HOURS	COST
COMMUNITY SERVICE:					
Development of Community Services and Facilities	546	1,082	45,924	55	$15,859
OCCUPATIONAL:					
Crop Productio-	2,392	836	135,304	196	79,170
Livestock and Range Production	1,732	1,972	103,470	133	57,120
Other Agricultural Production	1,214	1,191	63,972	75	39,952
Agricultural Marketing	289	1,704	28,491	40	9,478
BASIC SKILLS:					
Natural Resources	864	1,567	104,765	72	28,454
Home Economics and Human Development	7,641	1,830	705,953	493	251,684
Community Development	1,983	1,635	256,049	157	65,918
Leadership of Youth Groups	1,496	1,473	122,565	108	49,167
Manpower Training	51	1,155	9,242	4	1,624
TOTALS	18,208	14,485	1,575,735	1,373	598,406

MATRIX . .

IN-SERVICE SEMINARS OFFERED BY

UNIVERSITY OF MONTANA DIVISION OF EDUCATIONAL RESEARCH AND SERVICES*

Location	Number of Days of Sessions	Approximate Number of Participants Per Session
Broadus	5	35 (Teachers)
Butte	6	725 (325 Teachers/400 Community People)
Conrad	1	40 (Teachers)
Elmo	4	Unknown (Board and Teachers)
Forsyth	1	70 (20 Teachers/50 Community People)
Fort Shaw/Simms	1	12 (Teachers)
Hays/Lodge Pole	7	20 (Teachers)
Heart Butte	17	18 (Teachers and Aides)
Kalispell	1	50 (Teachers)
Helena (Montana School Boards Association)	5	100-250 (Board Members)
Nashua	1	19 (Teachers)
Rocky Boy	1	8-10 (Teachers)
Victor	4	12 (Teachers)
Whitehall	3	126 (26 Teachers/100 Community People)

*Covering the period of September, 1971, through December, 1973

APPENDIX E

MAP DISPLAY OF DATA

APPENDIX E

MAP DISPLAY OF DATA

Maps displaying the geographic distribution of course offerings are contained in this Appendix.

They are as follows:

One map for each of the university system units

One map for each of the private colleges

One map for each of the community colleges

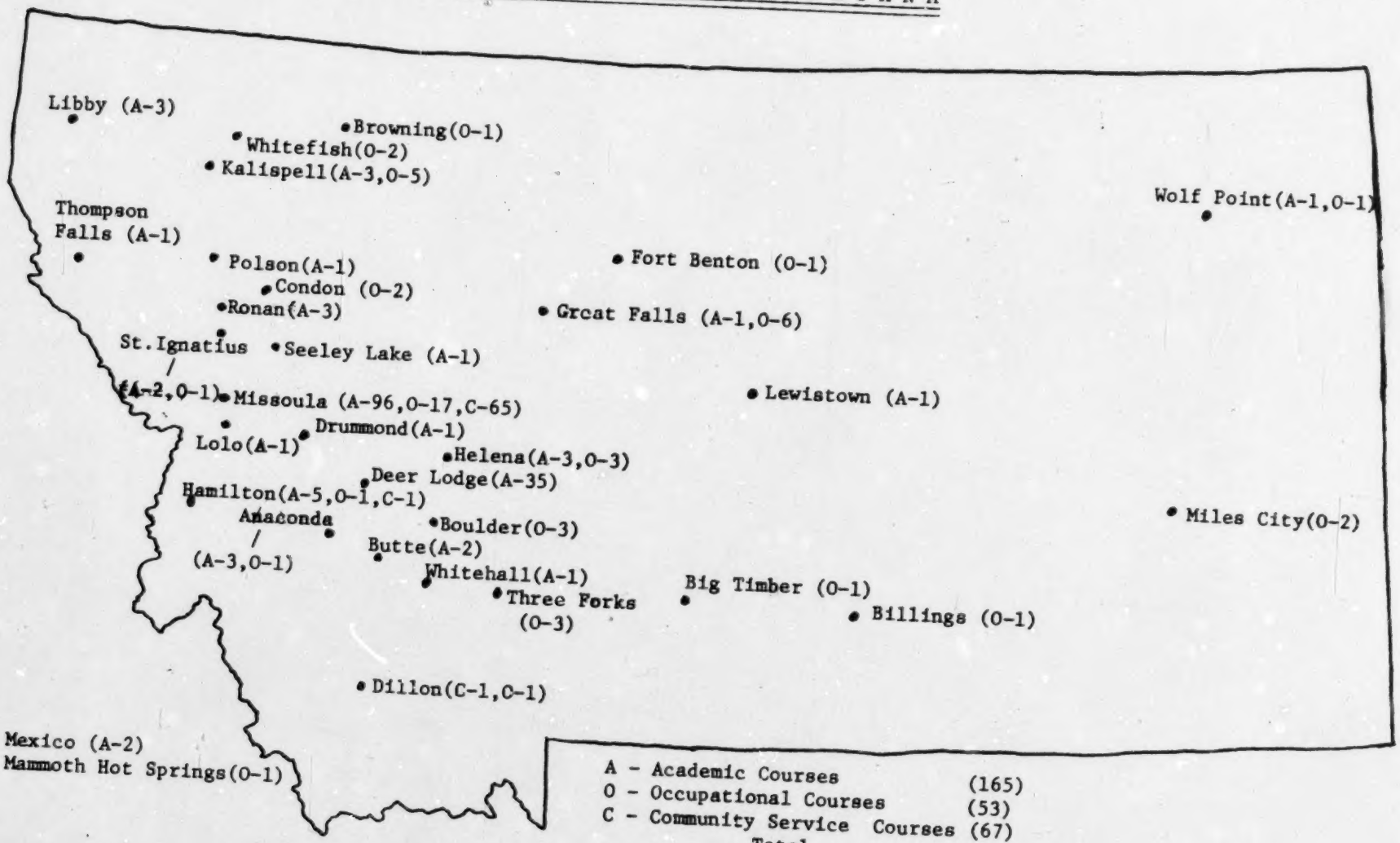
One map showing offerings of all vo-tech centers combined

One map showing the composite of the statewide offerings of all 17 post-secondary institutions

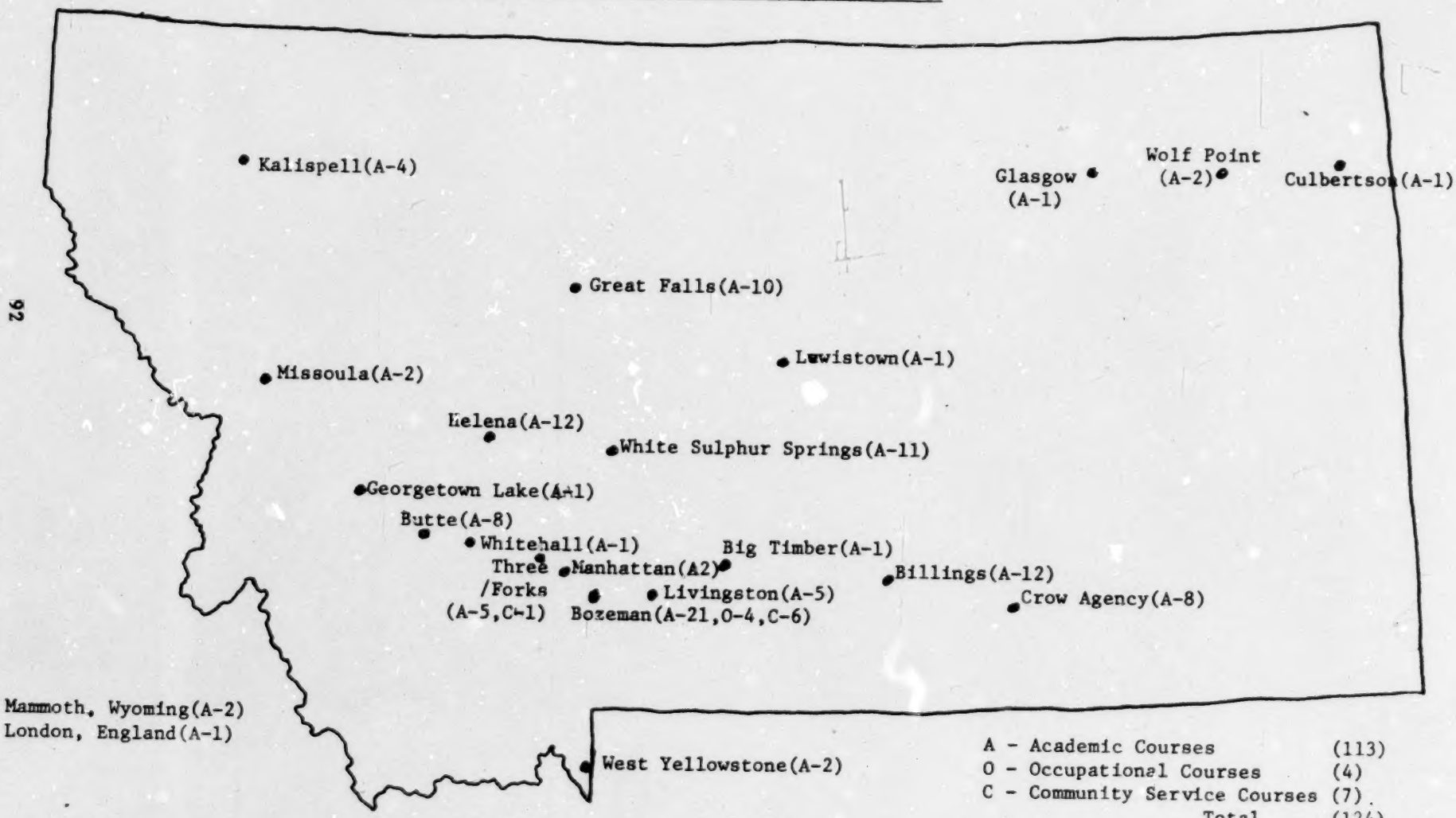
One map showing, by county, meetings held by the Cooperative Extension Service

The statewide composite map showing the offerings of the 17 post-secondary institutions does not include the meetings held by the Cooperative Extension Service.

UNIVERSITY OF MONTANA

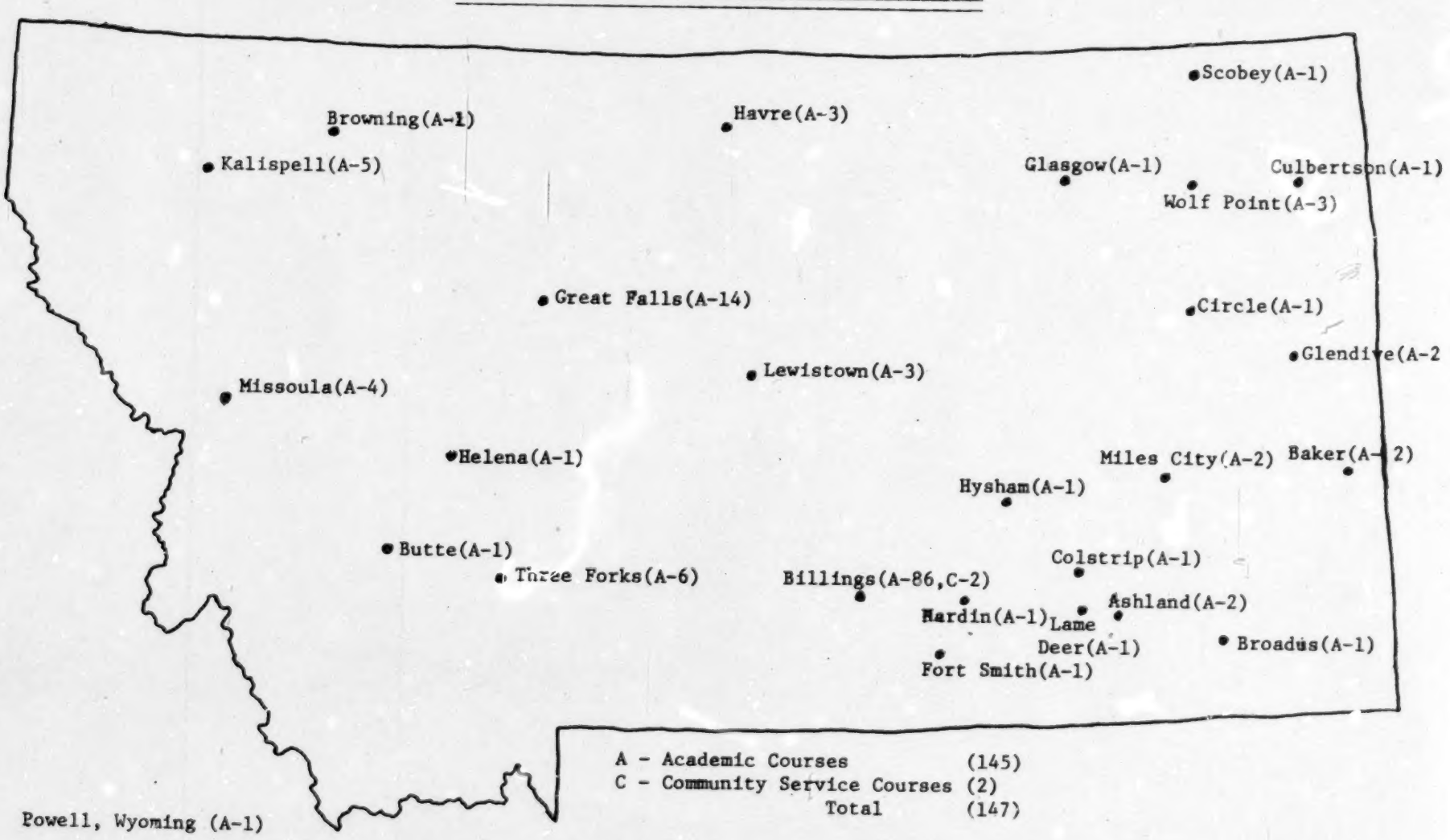


MONTANA STATE UNIVERSITY

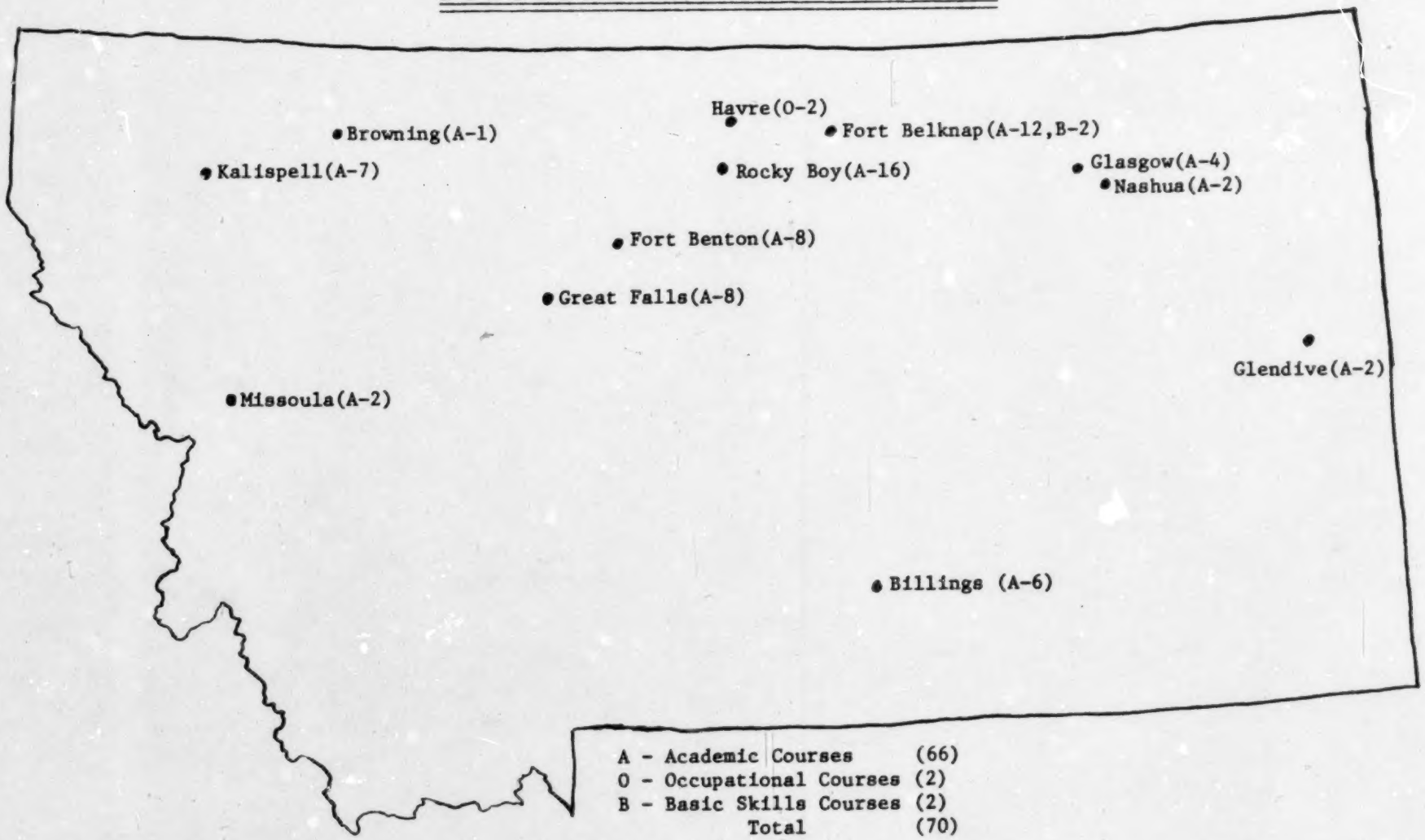


A - Academic Courses	(113)
O - Occupational Courses	(4)
C - Community Service Courses	(7)
Total	(124)

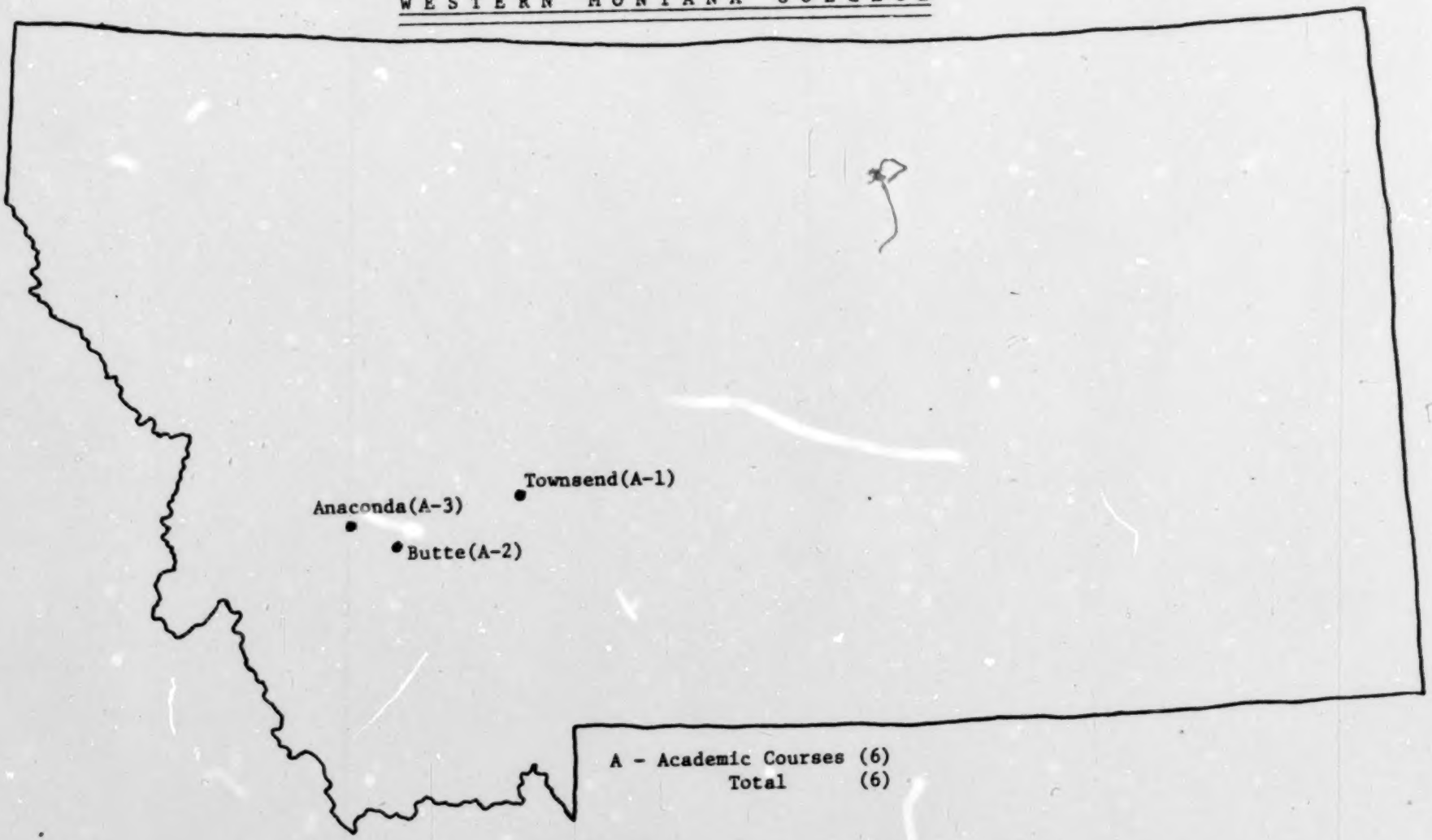
EASTERN MONTANA COLLEGE



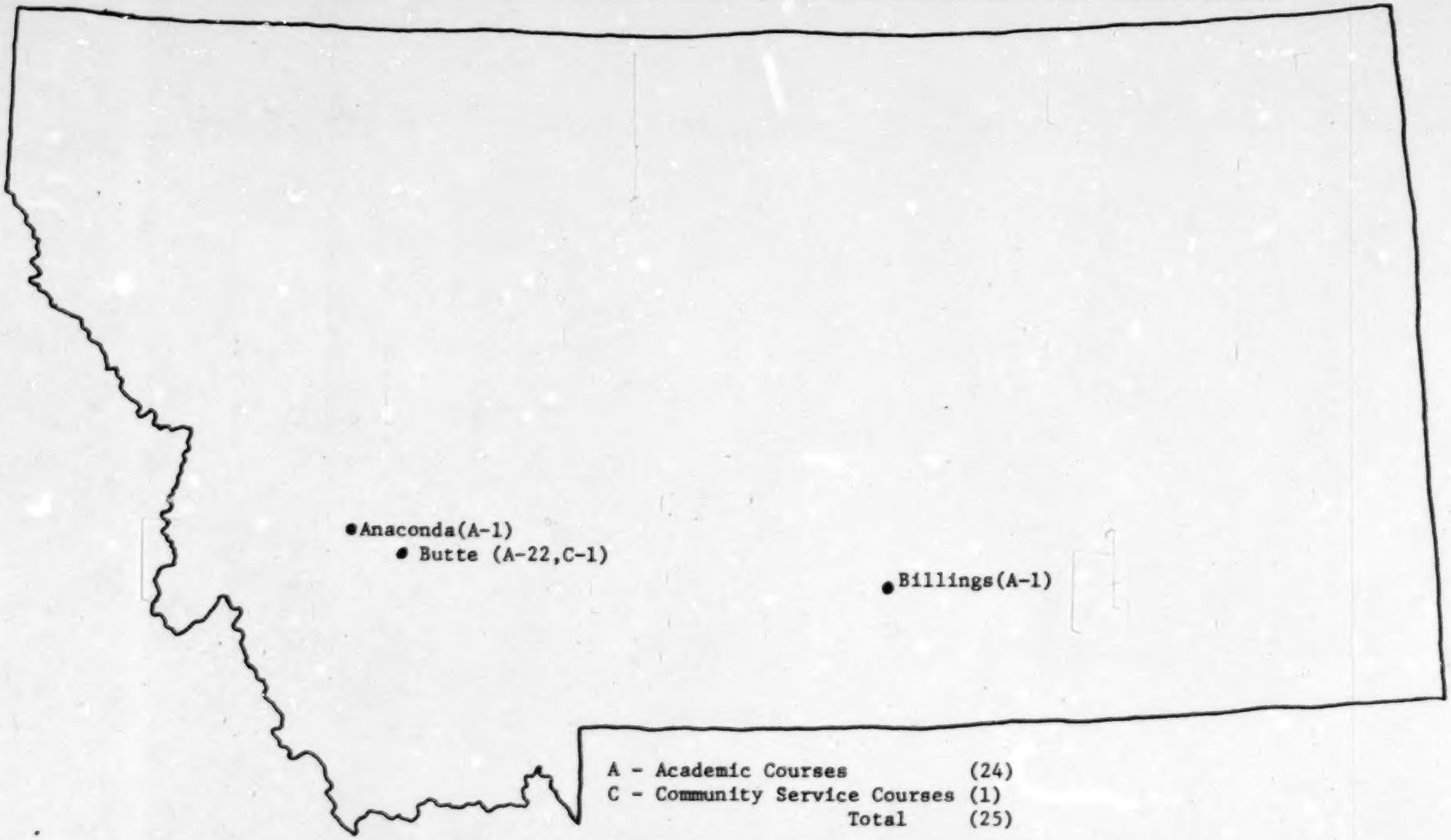
NORTHERN MONTANA COLLEGE



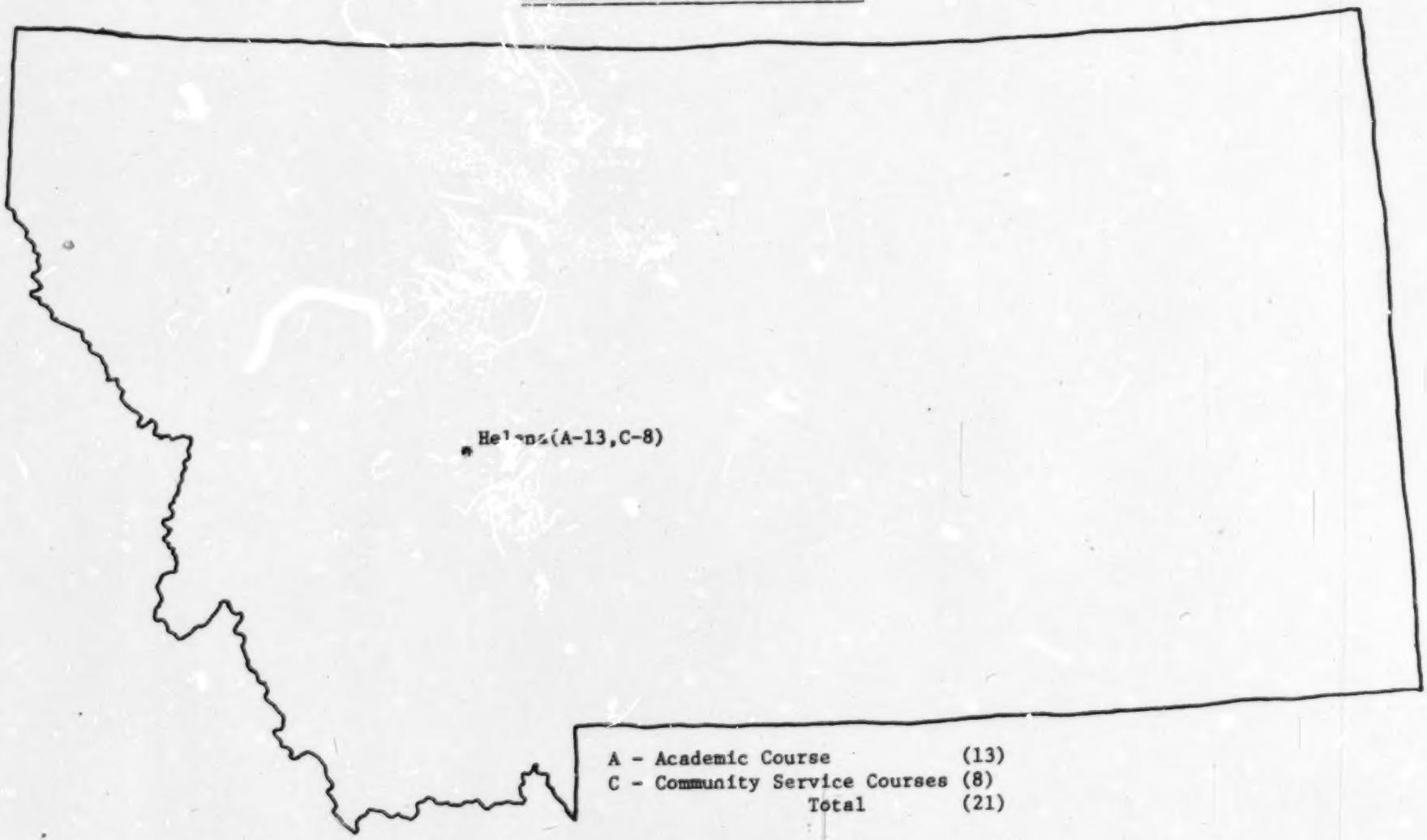
WESTERN MONTANA COLLEGE



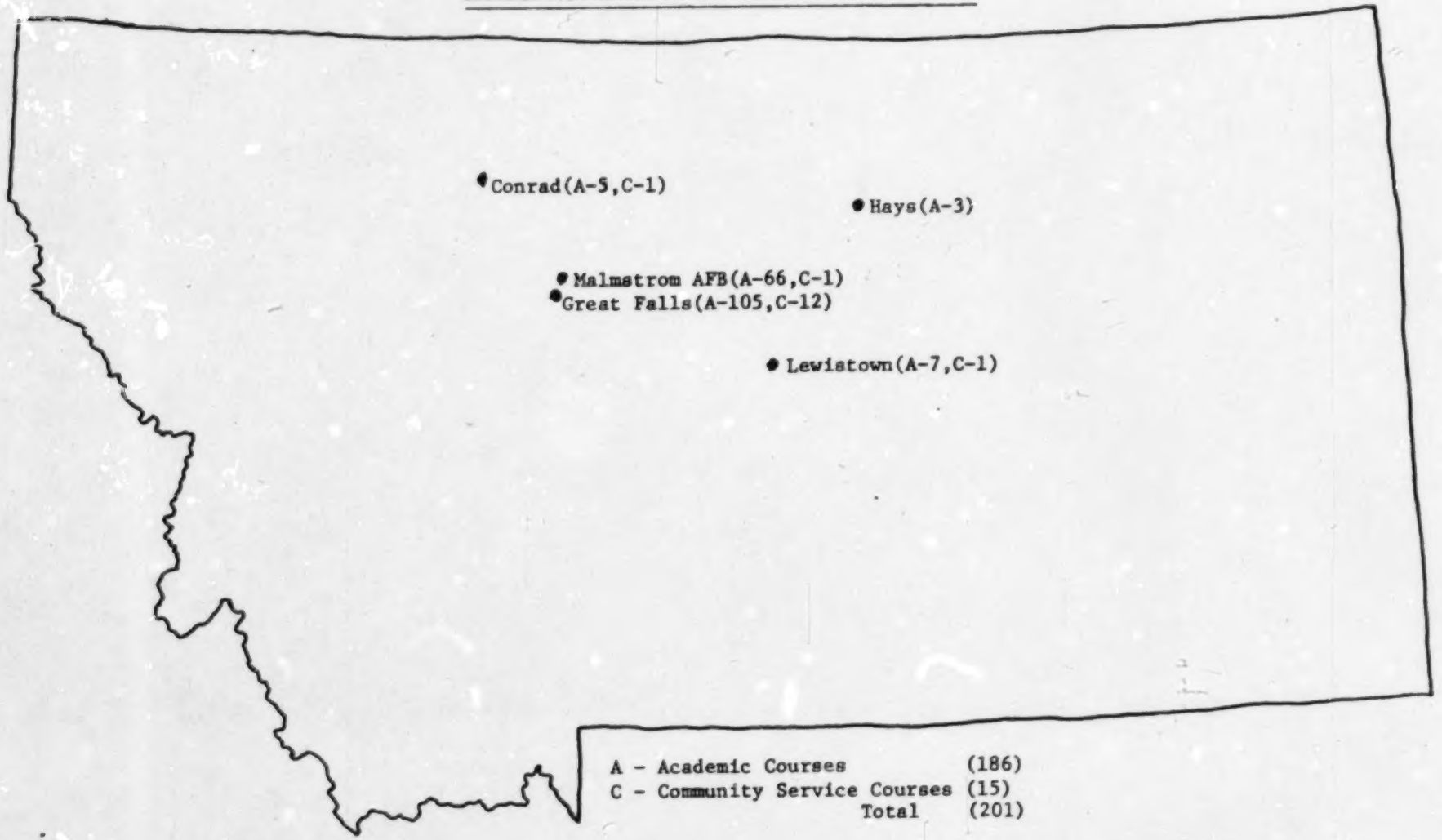
MONTANA COLLEGE OF MINERAL SCIENCE AND TECHNOLOGY



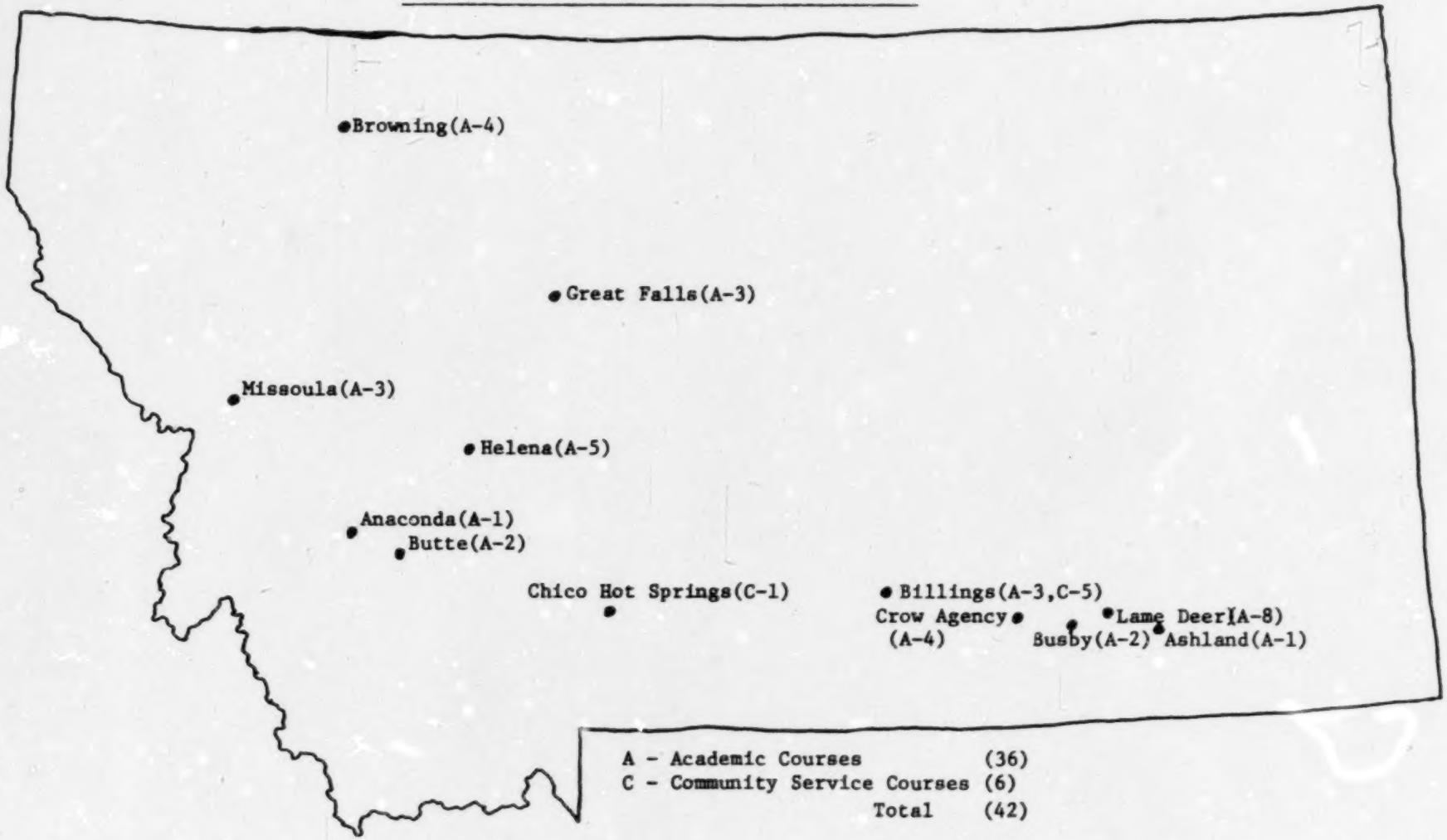
CARROLL COLLEGE



COLLEGE OF GREAT FALLS

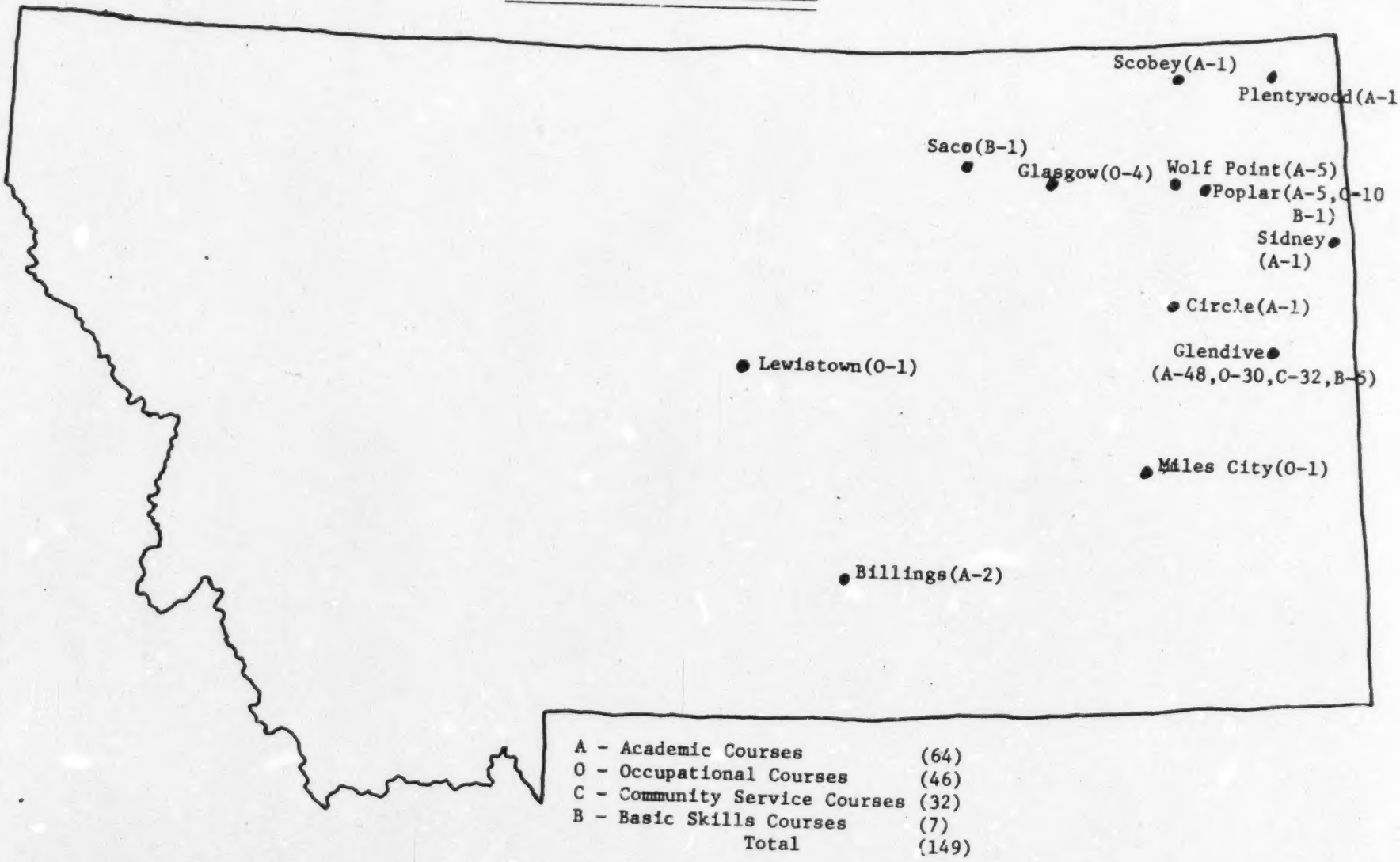


ROCKY MOUNTAIN COLLEGE

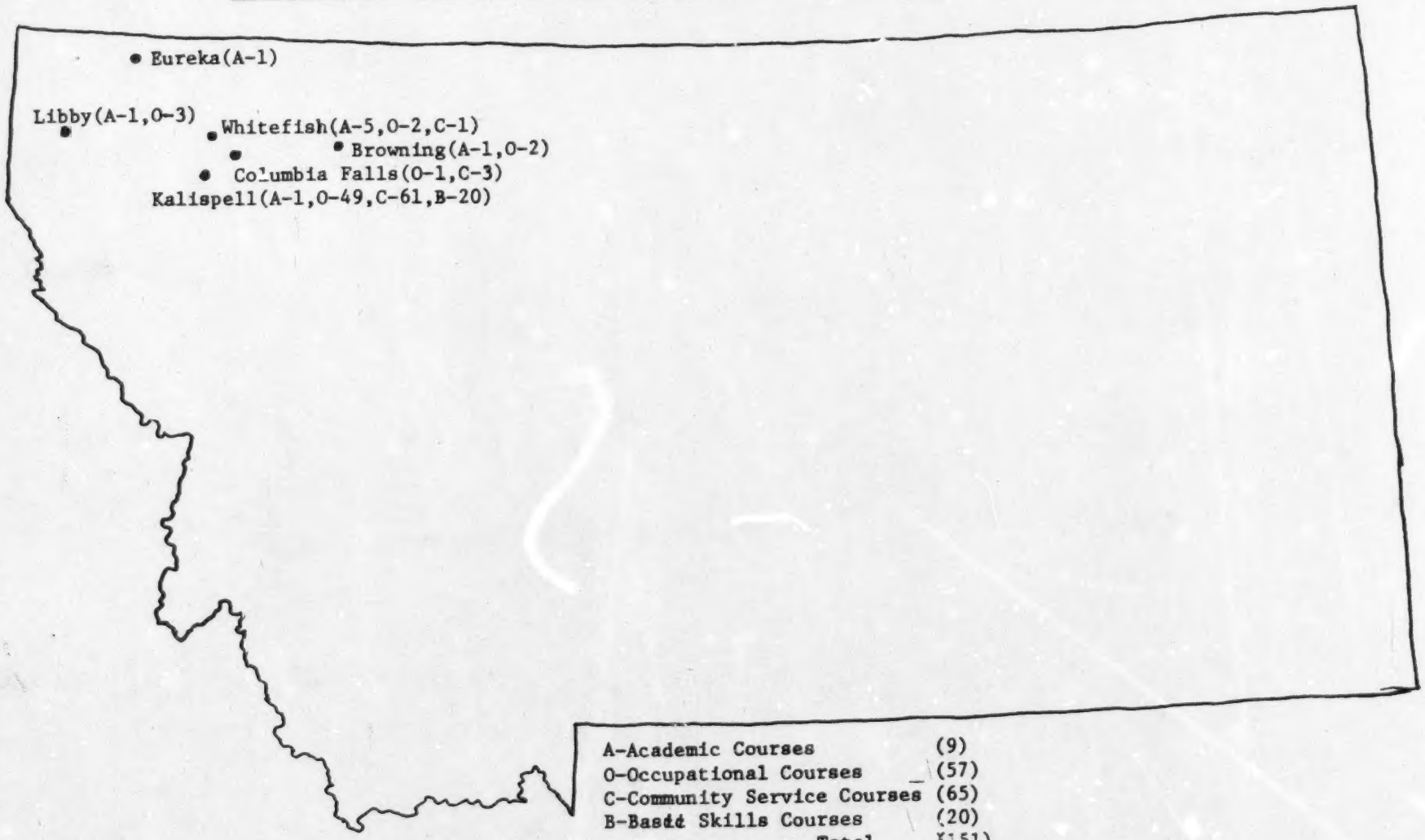


A - Academic Courses (36)
C - Community Service Courses (6)
Total (42)

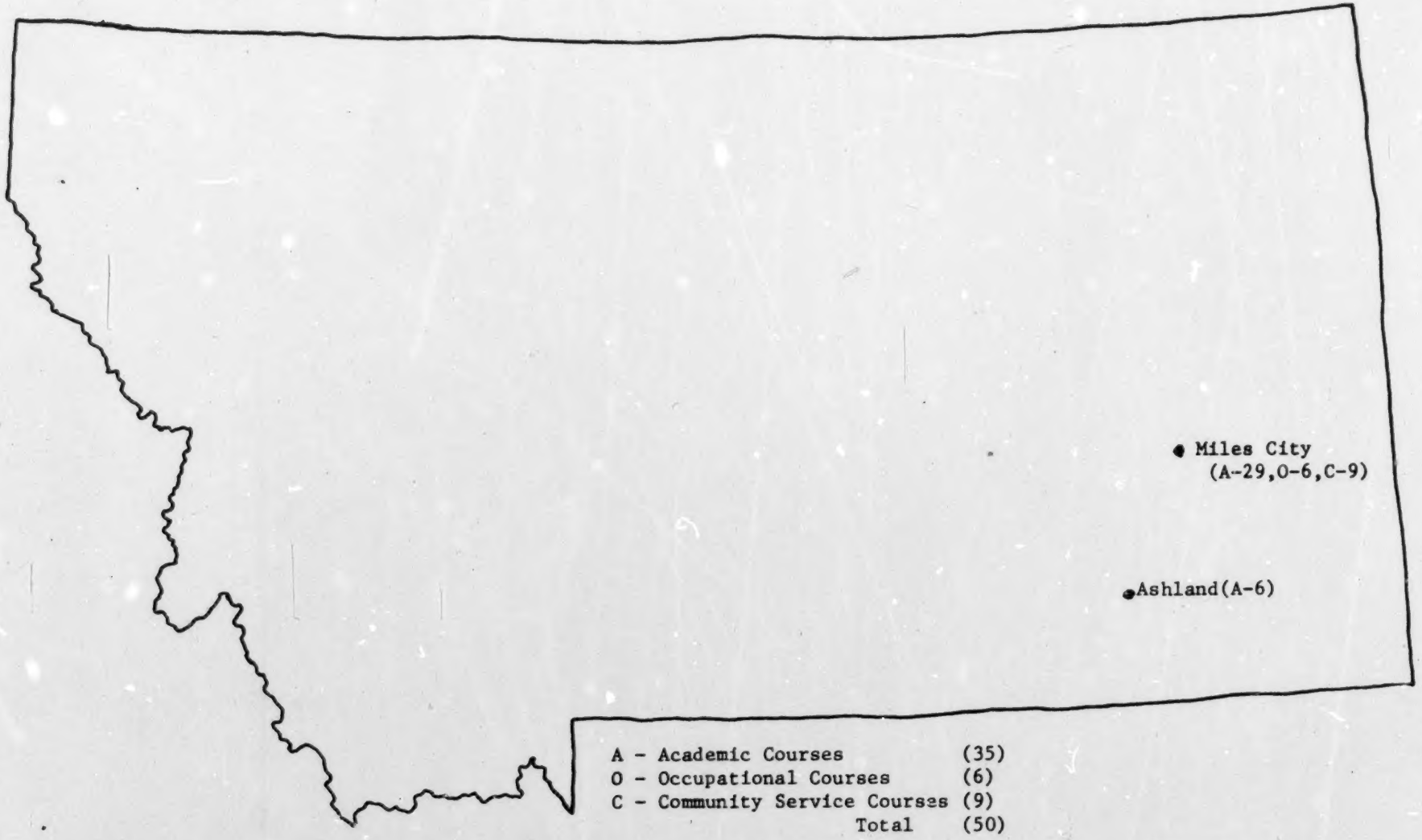
DAWSON COLLEGE



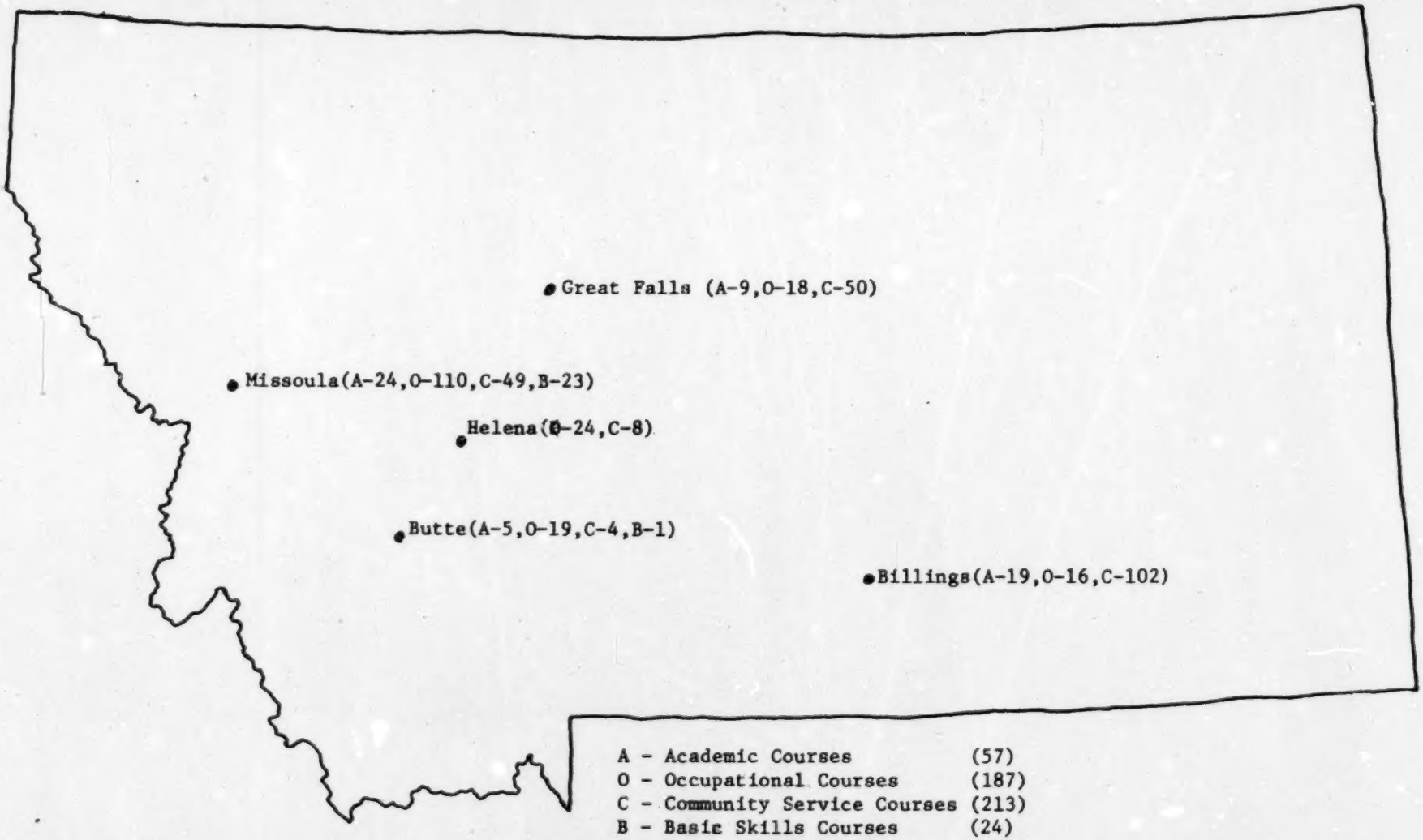
FLATHEAD VALLEY COMMUNITY COLLEGE



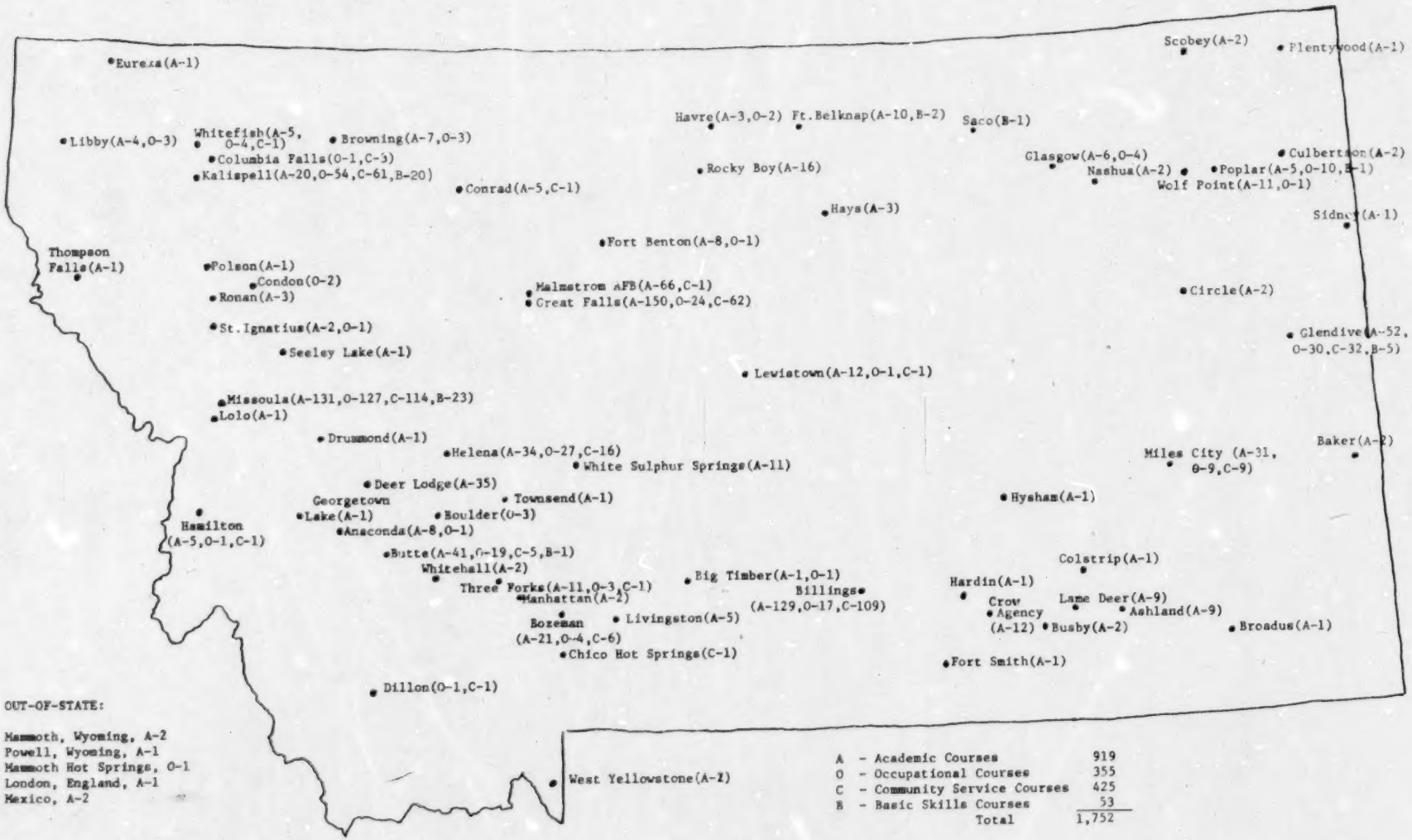
MILES COMMUNITY COLLEGE



VOCATIONAL-TECHNICAL CENTERS



STATEWIDE



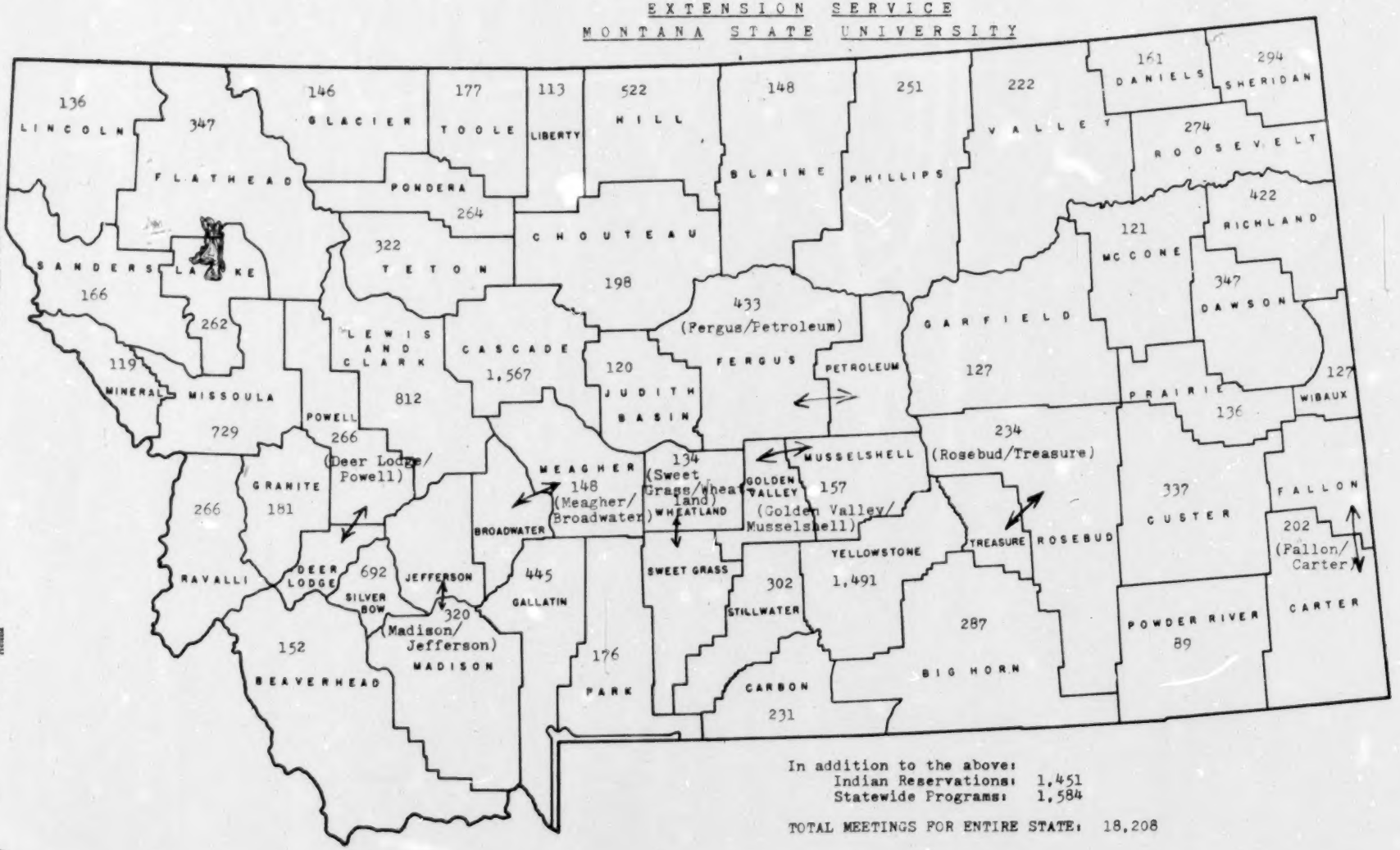
OUT-OF-STATE:

Mammoth, Wyoming, A-2
Powell, Wyoming, A-1
Mammoth Hot Springs, O-1
London, England, A-1
Mexico, A-2

A	- Academic Courses	919
O	- Occupational Courses	355
C	- Community Service Courses	425
B	- Basic Skills Courses	53
	Total	1,752

EXTENSION SERVICE

MONTANA STATE UNIVERSITY



In addition to the above:

Indian Reservations:	1,451
Statewide Programs:	1,584

TOTAL MEETINGS FOR ENTIRE STATE: 18,208

No. 1051 —County Outline Map (30 to a pad)
STATE PUBLISHING COMPANY
Helena
105

APPENDIX F

PRIVATE AGENCIES, ORGANIZATIONS AND ASSOCIATIONS CONTACTED BY THE COMMITTEE

LIST OF PRIVATE AGENCIES CONTACTED BY THE TECHNICAL GROUP ON ADULT & CONTINUING EDUCATION

Montana Farmers' Union

Rural Electrification Association

Montana State AFL/CIO

Montana Association of Churches

Young Men's Christian Association
- Butte
- Billings
- Great Falls
- Helena
- Missoula

Young Women's Christian Association
- Great Falls
- Helena
- Missoula

Montana League of Cities & Towns

Mountain Bell

Montana Power Company

Anaconda Company

IBM Corporation

Life Underwriters

Western Montana Health Education Council

Montana Lung Association

Montana Diabetes Association

American Cancer Society, Montana Division

Montana Heart Association

Montana Dental Assistants' Association

Montana Dental Hygienists' Association

Montana State Dental Association

Montana Dietetic Association

Montana Hospital Association

Montana Practical Nurses' Association

Montana Association of Medical Record Administrators

Montana Society of Medical Technologists

Montana League for Nursing

Montana State Association of Nurse Anesthetists

Montana Nursing Home Association, Inc.

Montana State Pharmaceutical Association

Montana Chapter of American Physical Therapists Association

Montana Medical Association

Montana Association of Radiologic Technologists

Montana Nurses' Association

Montana Optometric Association

Montana Speech & Hearing Association

Montana Osteopathy Association

Montana Chiropractic Association

Albrights Flying, Roundup

Big Sky Aircraft, Lewistown

Boles Aviation Service, Hardin

Butte Aero

Central Air Service, Lewistown

Combs Airways, Billings

Dillon Flying Service

Executive Aviation, Missoula

Falcon Aviation, Miles City

Flight Line, Belgrade

Gillis Aviation, Billings

Glendive Flying Service

Havre Aviation

Hensley Flying Service, Havre

Herrod School of Aviation, Billings

Holman Aviation, Kalispell

Johnson Flying Service, Missoula

Lynch Flying Service, Billings

Miles City Aero Service

Morrison Flying Service, Helena

Munsons Aerial Spraying, Plentywood

Northern Aviation, Great Falls

Pondera Flying Service, Conrad

Skycraft, Lewistown

Skymart Aviation, Great Falls

Stockhill Aviation, Kalispell

Strand Aviation, Kalispell

Timm Aero Service, Polson

Wokal Flying Service, Glasgow

APPENDIX G

DATA ON EDUCATIONAL AND TRAINING PROGRAMS FOR ADULTS AS REPORTED BY THE DEPARTMENT OF INSTITUTIONS

Program	Number Enrolled	Nature of Enrollees	When Offered	Instructional Hours
MONTANA STATE PRISON				
Correctional Officer's Basic Course	3-5 per month	Employees	Monthly	56
Employees' Orientation Course	3-5 per month	Employees	Monthly	40
*Professional Development Training Course	7	Employees	4-8 times per year	160
Adult Basic Education	50	Inmates	9/1/73-6/30/74	1,800
High School (High School Diploma or GED)	40	Inmates	9/1/73-6/30/74	1,300
Auto Maintenance/Mechanic	8 (at present)	Inmates	Continuous (Open Entry/Open Exit)	30 hours per week
Meatcutting	7 (at present)	Inmates	Continuous (Open Entry/Open Exit)	30 hours per week
Culinary Arts	12 (at present)	Inmates	Continuous (Open Entry/Open Exit)	30 hours per week

SUMMARY OF NEEDS: Continuing support of present programs for both employees and inmates. One counselor needed for all education and training programs and one security-custody officer needed for the High School/GED course.

*A portion of the instruction for this course was provided by the University of Montana.

DEPARTMENT OF INSTITUTIONS

Programs	Number Enrolled	Nature of Enrollees	When Offered	Instructional Hours
MOUNTAIN VIEW SCHOOL				
No programs offered at present.				

STATEMENT of NEEDS: "Need child-care worker type courses and para-professional type training for houseparents and recreation positions."

SWAN RIVER YOUTH FOREST CAMP				
Problems in Special Setting (social work, counseling, etc.)	20	Employees	11/73-5/74	40

NOTE: Instruction for this course provided by the University of Montana.

SUMMARY OF NEEDS: Continuing training and staff development programs.

DEPARTMENT OF INSTITUTIONS

Program	Number Enrolled	Nature of Enrollees	When Offered	Instructional Hours
BOULDER RIVER SCHOOL & HOSPITAL				
In-Service Training - Attendant Counselor I, Trainees	330	Employees	Continuous (six weeks duration)	64
In-Service Training - Attendant Conselor II	19	Employees	Same as above	40
In-Service Training - Attendant Counselor III	14	Employees	Same as above	40

STATEMENT OF FUTURE NEEDS: "1) Teaching accredited courses by University of Montana accredited college
2) GED school should be implemented
3) Cooperation with community on adult education"

NOTE: For the above three courses the response to the question concerning the issuance of a Certificate of Completion, was as follows: "Extension, University of Montana, non-credit certification after four weeks for retardation trainees."

Program	Number Enrolled	Nature of Enrollees	When Offered	Instructional Hours
WARM SPRINGS STATE HOSPITAL				
Automotive Services	28	Patients	Start at beginning of FY - Complete at end of FY	264
Construction & Maintenance Trades	26	Patients	Same as above	264
Consumer & Homemaking	149	Patients	Same as above	Designed for 40 hours but varies with enrollees
Typing & Related	84	Patients	Same as above	Designed for 60 hours but varies with enrollees
Orientation for Full-Time Psychiatric Aides	10-20	Employees	Every other month	One month in duration
Orientation for Part-Time Psychiatric Aides	5-15	Employees	Periodically	15
Ward Management for Psychiatric Aide II	20-30	Employees	Approx. 3 times per year	40
Orientation for Full-Time and Part-Time Licensed Practical Nurses	Varies	Employees	Varies	Two weeks in duration
Continuing Education for Licensed Practical Nurses	Varies	Employees	Monthly	2
Special Duty Aides	16	Employees (Nurses)	Periodically	40 + clinical experience

SUMMARY OF NEEDS: A wider range of education and training programs for patients to equip them for jobs and for community life upon release.